



Syllabus

Graduate School of Kagawa Nutrition University

Year 2024

Nutrition Sciences Degree Programs

Subjects Name, Credit Number, and The Prof. in charge

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| Specialized Experiments and Practicums on Nutrition | 12 | (Thesis Development) | Each student's supervisor | |
| Compulsory Crests | 16 | Total necessary number of credit for graduation | | 30 |
| Elective Subject | 14 | | | |

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|--|---|---|------------|---|----------|---|---|
| Subject | Advanced Lectures on Mother and Child Nutrition | Prof. Akira Nakamura | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit | | |
| Course goals | | | | | | | |
| <p>Students will be required to explain the concept of maternal and child nutrition from the perinatal period to the lactation period and the newborn and its importance, and it is appropriate for mothers and children based on the nutritional scientific basis of "food education starts from the fetal period".</p> | | | | | | | |
| Course Summary | | | | | | | |
| <p>In the 1980s, David Barker, who was a professor of the Faculty of Medicine, University of Southampton in UK, developed a hypothesis that the nutritional conditions of the mother during pregnancy are an important determining factor of the child's health and disease risks later in life. This very important hypothesis that originated in the 20th century became widely accepted in the 21st century as a new concept known as the Developmental Origins of Health and Disease (DOHaD) through the works of Gluckman and Hanson. DOHaD means, in simple terms, that "a person's future health conditions and susceptibility to certain diseases are largely affected by the fetal and neonatal environment."</p> <p>In Japan too, this concept is very important in the context of perinatal nutritional status of the mother and child, as it is thought to be deeply associated with the factors that determine the onset of lifestyle-related diseases later in life. The concept is attracting attention particularly in the field of preemptive medicine because the mother-child nutritional status underlying the DOHaD phenomenon plays an important role in the child's health and disease conditions over the entire life course. Today, DOHaD has become an interdisciplinary research field that experts of various fields need to acquire knowledge of. This course aims to explore the basic concepts of DOHaD related to mother-child nutritional status through discussions with students referring to a wide range of topics from fundamental to clinical research.</p> | | | | | | | |
| Course Plan | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <ol style="list-style-type: none"> 1. The significance and actual situation of maternal and child nutrition in Japan: Wasting women and low birthrate infants 2. The historical background and concept of DOHaD: Large-scale birth cohort study 3. The growth of infants and fetal period in DOHaD: Malnutrition and overnutrition </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <ol style="list-style-type: none"> 4. Basic research on the molecular mechanism of DOHaD: From animal experiments to epigenomes 5. DOHaD and illness (1): Lifestyle-related diseases, allergy diseases 6. DOHaD and illness (2): Allergic Diseases and Intestinal Microflora 7. Fetal programming editing and designer babies </td> </tr> </table> | | | | | | <ol style="list-style-type: none"> 1. The significance and actual situation of maternal and child nutrition in Japan: Wasting women and low birthrate infants 2. The historical background and concept of DOHaD: Large-scale birth cohort study 3. The growth of infants and fetal period in DOHaD: Malnutrition and overnutrition | <ol style="list-style-type: none"> 4. Basic research on the molecular mechanism of DOHaD: From animal experiments to epigenomes 5. DOHaD and illness (1): Lifestyle-related diseases, allergy diseases 6. DOHaD and illness (2): Allergic Diseases and Intestinal Microflora 7. Fetal programming editing and designer babies |
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| Work to be done outside of class (preparation, etc.) | | | | | | | |
| <p>Materials related to the topics to be covered in each lecture will be provided prior to the first lecture. Please read the materials carefully and be prepared for lively discussions in the lectures. Students are expected to spend approximately 3-4 hours per week on individual study.</p> | | | | | | | |
| Grading criteria | | Textbooks | | References | | | |
| <ul style="list-style-type: none"> • In-class performance (30%) • Reports (70%) <p>Feedback on the submitted reports will be given at the beginning of the next class.</p> | | <p>Necessary textbooks will be distributed in class.</p> | | <p>References will be introduced as needed.</p> | | | |
| | | <p>Materials</p> <p>Handouts will be distributed at the beginning of each class.</p> | | <p>Remarks</p> <p>I would like to give lectures in a format that allows students to firmly express their own ideas and engage in discussion with each other.</p> | | | |

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|--|---|----------------------|---|---|-------------------|---|---|
| Subject | Advanced Lectures on Human Growth and Development Studies | Prof. Shigeho Tanaka | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit | | |
| Course goals | | | | | | | |
| The thematic focus of this course is to understand, in a scientific manner, the methods of evaluation and the importance of lifestyle and nutritional status (obesity, under-weight, etc.), especially during the growth period, and to increase problem awareness and to enable individuals to find their own solutions. As stated in the Diploma Policy, the objective of this course is to acquire in-depth knowledge from a broad perspective of nutritional science. | | | | | | | |
| Course Summary | | | | | | | |
| While the lifestyle habits such as diet, physical activity, sedentary behaviors and sleep are important for children, it is difficult to understand the evidence. The same is true for energy requirements, and there are challenges unique to children. The course will explore issues and solutions related to lifestyle and energy requirements of mainly children including elderly, based on the collection and interpretation of scientific knowledge, understanding of evaluation methods and experimental plans. | | | | | | | |
| Course Plan | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> 1. Introduction: The Importance of Scientific Evidence in the Discrepancy between "Common Sense" and "Scientific Knowledge" of Energy 2. Energy requirements for adults, including the elderly 3. Evaluation methods and current status for nutritional status (obesity, thinness, etc.) 4. Evaluation methods and current status for growth </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> 5. Evaluation methods and current status for physical activity and sedentary behavior 6. Evaluation methods and current status for overall life habits including sleeping 7. Summary and Presentation </td> </tr> </table> | | | | | | 1. Introduction: The Importance of Scientific Evidence in the Discrepancy between "Common Sense" and "Scientific Knowledge" of Energy 2. Energy requirements for adults, including the elderly 3. Evaluation methods and current status for nutritional status (obesity, thinness, etc.) 4. Evaluation methods and current status for growth | 5. Evaluation methods and current status for physical activity and sedentary behavior 6. Evaluation methods and current status for overall life habits including sleeping 7. Summary and Presentation |
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| Work to be done outside of class (preparation, etc.) | | | | | | | |
| Students are required to get in the habit of organizing interesting information acquired in the class or through media and investigating it themselves. Furthermore, students are expected to prepare reports and PPT on issues raised in class (e.g., review of papers) before attending and having presentation in each class. This self-study will take about twice as much time as class time. | | | | | | | |
| Grading criteria | | | Textbooks | | References | | |
| <ul style="list-style-type: none"> • In-class performance (50 %) • In-class presentations (50%) | | | N/A | | N/A | | |
| | | | Materials | | Other | | |
| | | | Materials will be prepared on a case-by-case basis as needed. | | N/A | | |

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|---|--|--|------------|---|----------|--|---|---|--|---|---|--|--|
| Subject | Advanced Lectures on Nutrition for the Elderly | Prof Shouji Shinkai | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit | | | | | | | | |
| Course goals and Course summary | | | | | | | | | | | | | |
| <p>Course Goals; Nutrition and its development based on the characteristics of the elderly. Course Summary; Students will learn the ideal nature of food and nutrition based on the characteristics of the elderly and how it should be developed, and will use it in some way for their own master's research.</p> | | | | | | | | | | | | | |
| Course Summary | | | | | | | | | | | | | |
| <p>There are a variety of health indicators for the elderly. Unlike in middle age, functional health is increasingly important in elderly life. Therefore, in this lecture, domestic and international evidence on the relationship between functional health and diet/nutrition in the elderly will be collected. Based on this evidence, students will learn what kind of diet and nutrition management is required in the community, in clinical practice, and at home in order to extend the healthy life expectancy of the elderly.</p> | | | | | | | | | | | | | |
| Course Plan | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>1. Learn about the medical, physical, and psychosocial characteristics of the elderly.</td> <td>4. Learn what undernutrition is and how food and nutrition can be used to prevent undernutrition.</td> </tr> <tr> <td>2. Learn about health indicators (especially functional health) and food and nutrition assessment indicators for the elderly.</td> <td>5. Learn what frailty is and how to use food and nutrition to prevent frailty.</td> </tr> <tr> <td>3. Review the latest nutritional epidemiology research and learn about the relationship between food and nutrition and the health of the elderly.</td> <td>6. Learn what dementia is and how food and nutrition can help prevent dementia.</td> </tr> <tr> <td></td> <td>7. Learn to develop food and nutritional guidance based on the characteristics of the elderly (community, clinical, and home).</td> </tr> </table> | | | | | | 1. Learn about the medical, physical, and psychosocial characteristics of the elderly. | 4. Learn what undernutrition is and how food and nutrition can be used to prevent undernutrition. | 2. Learn about health indicators (especially functional health) and food and nutrition assessment indicators for the elderly. | 5. Learn what frailty is and how to use food and nutrition to prevent frailty. | 3. Review the latest nutritional epidemiology research and learn about the relationship between food and nutrition and the health of the elderly. | 6. Learn what dementia is and how food and nutrition can help prevent dementia. | | 7. Learn to develop food and nutritional guidance based on the characteristics of the elderly (community, clinical, and home). |
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| 3. Review the latest nutritional epidemiology research and learn about the relationship between food and nutrition and the health of the elderly. | 6. Learn what dementia is and how food and nutrition can help prevent dementia. | | | | | | | | | | | | |
| | 7. Learn to develop food and nutritional guidance based on the characteristics of the elderly (community, clinical, and home). | | | | | | | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | | | | | | | |
| <p>Students are required to: 1. study the textbook and reference books in advance, 2. subscribe to relevant papers and materials in advance, and 3. devote twice as much time to self-study as they use for preparation of in-class presentation. In preparation for the presentation, students should prepare for the presentation by studying the materials and papers to be distributed in advance.</p> | | | | | | | | | | | | | |
| Grading criteria | Textbooks | References | | | | | | | | | | | |
| <ul style="list-style-type: none"> In-class performance including self-study (50%) Presentation (50%) | <p>新開省二「死ぬまで介護いらずで人生を楽しむ食べ方」(草思社、2017年)</p> | <p>東京都健康長寿医療センター編「健康長寿新ガイドライン エビデンスブック」(社会保険出版社、2017年)、 Summary: World Report on Ageing and Health (WHO、2015)</p> | | | | | | | | | | | |
| | Materials | Remarks | | | | | | | | | | | |
| | <p>Textbooks and reference books will be distributed free of charge at the first class. In addition, materials and reference papers will be distributed as needed.</p> | <p>In the case of absence, students are required to inform the academic office in advance. In the case of absence, students may be asked to study and submit a report on the materials and reference papers distributed on the day of the class.</p> | | | | | | | | | | | |

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|---|--|------------------------|-------------------|---|----------|--|--|
| Subject | Advanced Lectures on Sports Nutrition | Prof. Jun Iwamoto | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit | | |
| Course goals | | | | | | | |
| <p>The team healthcare approach involving medical doctors, trainers, and registered dietitians is required to help athletes get in shape and prevent injuries and disabilities caused by sports. This course aims to ensure that registered dietitians can actually provide appropriate nutritional guidance to help athletes get in shape and prevent sports injuries.</p> | | | | | | | |
| Course Summary | | | | | | | |
| <p>There are gender differences in sports injuries. Men are likely to have external injuries caused by intense movements, such as fractures, while women often have sprains and ligament damages because fat accumulated around joints is involved in joint fragility and sex hormones increase joint motility. Furthermore, female athletes tend to think that building a slim figure is beneficial to improving performance. As a result, there are many female athletes with low born mass related to vitamin D deficiency and menstrual abnormality. So it is also required to take into account the prevention of osteoporosis. In the components of the Female Athlete Triad (low energy availability, amenorrhea, and bone density reduction), the bone mass issue is especially important. The course will highlight gender differences in sports injuries and problems faced by female athletes, and consider measures to prevent female fractures due to osteoporosis from the perspectives of exercise and nutrition, focusing on each age stage—growth, pre-menopause, post-menopause, and elderly.</p> | | | | | | | |
| Course Plan | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 1. About locomotor disorders 2. What is osteoporosis? Why do bones break? 3. Nutrition to prevent osteoporosis and medical treatment (importance of Vitamin D) 4. Osteoporosis and physical exercise/sports </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 5. Sports injuries (physical injuries and disabilities) 6. Osteoporosis in female athletes 7. Summary and free discussion (sports medicine in general) </td> </tr> </table> | | | | | | <ol style="list-style-type: none"> 1. About locomotor disorders 2. What is osteoporosis? Why do bones break? 3. Nutrition to prevent osteoporosis and medical treatment (importance of Vitamin D) 4. Osteoporosis and physical exercise/sports | <ol style="list-style-type: none"> 5. Sports injuries (physical injuries and disabilities) 6. Osteoporosis in female athletes 7. Summary and free discussion (sports medicine in general) |
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| Work to be done outside of class (preparation, etc.) | | | | | | | |
| <p>Students are required to do preparatory study with materials distributed prior to class.</p> | | | | | | | |
| Grading criteria | | Textbooks | References | | | | |
| <ul style="list-style-type: none"> • In-class performance and responses to questions (20 %) • Reports (80%) <p>Reports are written about a topic selected by the student regarding an issue brought up in class, using the latest academic papers (in English) as references.</p> | | N/A | N/A | | | | |
| | | Materials | Remarks | | | | |
| | | Distributed as needed. | N/A | | | | |

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|--|---|--|---|---|----------|---|---|
| Subject | Advanced Lectures on Basic Nutrition | Prof. Terue Kawabata | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit | | |
| Course goals | | | | | | | |
| <p>The thematic focus of this course is to learn how diet affects health in terms of body metabolism (digestion and absorption, body dynamics, physiological actions, and effects on disease, etc.). Students will be required to gain an understanding of lipid and fatty acid nutrition in the context of genetic background and to be able to explain appropriate nutrition at each life stage, including the environment from embryonic stages. This lecture is related to the acquisition of in-depth knowledge from a broad perspective of nutritional science in the Diploma Policy.</p> | | | | | | | |
| Course Summary | | | | | | | |
| <p>Fatty acids, key constituent of lipids, can be categorized into saturated, monounsaturated and polyunsaturated fatty acids. The polyunsaturated fatty acids can be further divided into n-6 and n-3. Each type has different effects on our body. This course aims to ensure that students understand the linkage between fatty acids and diseases and the nutritional importance of fatty acids at each life stage.</p> | | | | | | | |
| Course Plan | | | | | | | |
| <table border="1"> <tr> <td style="vertical-align: top;"> <p>1. About fats and oils in diet (1) Dietary intake standards, fat energy ratio, saturated fatty acids</p> <p>2. About fats and oils in diet (2) Odd chain fatty acids, types of vegetable oils, palm oils, and health</p> <p>3. n-3 fatty acid nutrients (1) n-3 fatty acids and the role of the biometric index in health</p> <p>4. n-3 fatty acid nutrients (2) Multi-type n-3 and n-6 fatty acid unsaturated enzymes</p> </td> <td style="vertical-align: top;"> <p>5. Nutritional Epidemiology and Fatty Acid Nutrition (1) Nutritional environment from embryo to infant, Epigenetics</p> <p>6. Nutritional Epidemiology and Fatty Acid Nutrition (2) Lipid and fatty acid nutrition from embryo to infant</p> <p>7. Visualization of food: Visualization means evaluation of food quality and its relation to health.</p> </td> </tr> </table> | | | | | | <p>1. About fats and oils in diet (1) Dietary intake standards, fat energy ratio, saturated fatty acids</p> <p>2. About fats and oils in diet (2) Odd chain fatty acids, types of vegetable oils, palm oils, and health</p> <p>3. n-3 fatty acid nutrients (1) n-3 fatty acids and the role of the biometric index in health</p> <p>4. n-3 fatty acid nutrients (2) Multi-type n-3 and n-6 fatty acid unsaturated enzymes</p> | <p>5. Nutritional Epidemiology and Fatty Acid Nutrition (1) Nutritional environment from embryo to infant, Epigenetics</p> <p>6. Nutritional Epidemiology and Fatty Acid Nutrition (2) Lipid and fatty acid nutrition from embryo to infant</p> <p>7. Visualization of food: Visualization means evaluation of food quality and its relation to health.</p> |
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| Work to be done outside of class (preparation, etc.) | | | | | | | |
| <p>Students are required to read materials distributed in class at home. (60 minutes) Students are required to prepare for the related content with textbooks or other materials based on the material distributed the following week. (30 minutes)</p> | | | | | | | |
| Grading criteria | | Textbooks | References | | | | |
| <ul style="list-style-type: none"> • In-class performance (50%) • Reports (50%) | | N/A | 脂質栄養学「日本人の健康と脂質の理解を求めて」/Michihiro Kanno, 2016 | | | | |
| | | Materials | Remarks | | | | |
| | | Handouts will be distributed in class. | N/A | | | | |

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|---|---|---|---|---|----------|
| Subject | Advanced Lectures on Nutritional Physiology | Prof. Kazuhiro Uenishi | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals | | | | | |
| <p>The thematic focus of this course is to understand the linkage between human body function and nutrition based on physiological indicators and discuss a nutritional and physiological approach to addressing health issues related to obesity and osteoporosis. Students aim to be able to explain the causes and pathological conditions of obesity and osteoporosis. They also aim to be able to explain the methodology for the prevention and treatment of obesity and osteoporosis. It is related to the acquisition of research skills in the major field of study from a broad perspective of nutrition as stated in the Diploma Policy.</p> | | | | | |
| Course Summary | | | | | |
| <p>Students will learn the causality between energy balance and body fat accumulation as well as the relationship between lifestyle, including diet and fitness habit, and bone density.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. Think about energy balance in nutrition. 2. What is metabolism? What is a cause of metabolism? 3. Consider how to improve metabolism effectively through a nutritional physiological approach. 4. Think about how to find the required amount of nutrients, in the context of calcium.</p> | | | <p>5. Explain the medical condition of osteoporosis and its cause. 6. Consider bone mass, age-related bone density, and prevention of osteoporosis. 7. Summary. Consider the themes learnt in the class so far in the context of the students themselves.</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to read papers related to the course, summarize the contents in a report, and submit the report in class. Students are required to devote twice as much time to self-study as they do to class time (100 minutes per class).</p> | | | | | |
| Grading criteria | | Textbooks | | References | |
| <ul style="list-style-type: none"> • In-class performance (50%) • Reports (50%) | | N/A | | Dietary Reference Intakes for Japanese (2020) Prevention and Treatment Guideline for Osteoporosis. (2015) | |
| | | Materials | | Remarks | |
| | | Materials will be introduced or distributed as needed | | It is recommended that students take "Research Methodology in Nutrition III (Nutritional Assessment and Diet Evaluation)" concurrently with this class. | |

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|--|---|-------------------------------|---|---|----------|
| Subject | Advanced Lectures on Clinical Nutrition | Prof. Osamu Ishihara | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals | | | | | |
| <p>Students will learn the various life events during a woman's lifetime and the physiological changes and pathological deviations associated with development, maturation, and aging, and be able to explain possible and actual interventions through such means as nutritional intake and diet therapy. This enables students to acquire the abilities necessary to have profound academic knowledge from a broad perspective, the ability to conduct research in their major field of study, or the ability to become professionals with advanced expertise.</p> | | | | | |
| Course Summary | | | | | |
| <p>In this class, the dynamic endocrine and metabolic changes that develop physiologically during women's life stages will be explained, and the pathophysiology, prevention, and treatment of various diseases that frequently accompany each stage and event will be introduced. The course also aims to provide students with the necessary and sufficient expertise in the roles that nutrition and diet can play in maintaining and improving women's health.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. Women's medicine and nutrition: life stages and life events based on gender differences 2. Puberty and menstruation: physiological changes, deviations, and diseases associated with sexual maturation 3. Pregnancy, delivery, and lactation: physiological changes, deviations, and diseases associated with pregnancy</p> | | | <p>4. To have children: infertility, recurrent miscarriage, and reproductive medicine, various choices 5. Women's diseases: changes, deviations, and diseases associated with pre-reproductive, reproductive, and post-reproductive periods 6. Forever beautiful: menopause, post-reproductive period, possibilities of anti-aging medicine, hormone replacement therapy 7. Summary discussion</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to study on their own using reference books and literature on related themes that will be introduced at each class.</p> | | | | | |
| Grading criteria | | Textbooks | References | | |
| <ul style="list-style-type: none"> •Preparation for the discussion (50%) •Report (50%) | | N/A | Introduced in the class | | |
| | | Materials | Remarks | | |
| | | Handouts will be distributed. | N/A | | |

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|--|---|--|--|---|----------|
| Subject | Advanced Lectures on Nutritional Epidemiology | Prof. Satoshi Sasaki | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals | | | | | |
| <p>The course intends to learn 1) the academic concept of nutritional epidemiology, 2) nutritional epidemiological research methodology, and 3) application of nutritional epidemiology to real cases. Students will be able to develop the capacity to understand, plan, conduct, and analyze nutritional epidemiological research. This course is a prerequisite for students who study human-related fields and pursue careers in those fields.</p> | | | | | |
| Course Summary | | | | | |
| <p>Focusing mainly on dietary assessment, this course will offer lectures on how to develop a monitoring plan, treat and analyze data, and interpret and use nutrition/health information.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. Nutritional epidemiology and history 2. Measuring theory in nutritional epidemiology 3. Theory of descriptive epidemiology and facts 4. Theory of observation study and facts 5. Theory of intervention exam and facts</p> | | | <p>6. Systematic review and meta-analysis 7. Methodology of searching and reading research papers in nutritional epidemiology</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to read the relevant sections of textbooks thoroughly prior to class. Students are advised to read the textbook with the aim of utilizing it in their research. The food assessment practicum is also considered to be work outside of class.</p> | | | | | |
| Grading criteria | | Textbooks | References | | |
| <ul style="list-style-type: none"> • Questions and answers during class (50%) • Reports (50%) | | <p>行動栄養学とはなにか！ 女子栄養大学出版部、2023。2,700円＋税</p> | <ul style="list-style-type: none"> • わかりやすいEBNと栄養疫学。佐々木敏、同文書院、2005。2500円＋税 • 佐々木敏の栄養データはこう読む！（第2版）女子栄養大学出版部、2020。2,500円＋税 • 佐々木敏のデータ栄養学のすすめ 女子栄養大学出版部、2017。2,600円＋税 | | |
| | | Materials | | | |
| | | <p>Materials will be distributed in class as needed.</p> | | | |

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|---|---|------------------------|---|---|----------|--|---|
| Subject | Advanced Lectures on Dietary Reference Intake | Prof. Kazuhiro Uenishi | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit | | |
| Course goals | | | | | | | |
| <p>This course seeks to deepen the understanding of nutrition science and its challenges through the establishment of dietary reference intakes for the Japanese. Students will be able to understand the meaning of the establishment of dietary reference intakes for the Japanese and how to utilize them. Students will also be able to explain frail, sarcopenia, and locomotive syndromes. It is related to the acquisition of research skills in the major field of study from a broad perspective of nutrition as stated in the Diploma Policy</p> | | | | | | | |
| Course Summary | | | | | | | |
| <p>This course is designed to learn in detail about the 2015 dietary reference intakes for the Japanese and understand their rationale. Students will also learn frail, sarcopenia, and locomotive syndromes, which are now becoming critical problems among elderly people.</p> | | | | | | | |
| Course Plan | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 1. Dietary reference intakes for the Japanese: Concept and transition 2. Dietary reference intakes for the Japanese: Usage 3. Dietary reference intakes for the Japanese: Energy 4. Dietary reference intakes for the Japanese: Balance of energy-providing nutrients </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 5. Dietary reference intakes for the Japanese: Vitamins 6. Dietary reference intakes for the Japanese: Minerals 7. Frail, sarcopenia, locomotive syndrome </td> </tr> </table> | | | | | | <ol style="list-style-type: none"> 1. Dietary reference intakes for the Japanese: Concept and transition 2. Dietary reference intakes for the Japanese: Usage 3. Dietary reference intakes for the Japanese: Energy 4. Dietary reference intakes for the Japanese: Balance of energy-providing nutrients | <ol style="list-style-type: none"> 5. Dietary reference intakes for the Japanese: Vitamins 6. Dietary reference intakes for the Japanese: Minerals 7. Frail, sarcopenia, locomotive syndrome |
| <ol style="list-style-type: none"> 1. Dietary reference intakes for the Japanese: Concept and transition 2. Dietary reference intakes for the Japanese: Usage 3. Dietary reference intakes for the Japanese: Energy 4. Dietary reference intakes for the Japanese: Balance of energy-providing nutrients | <ol style="list-style-type: none"> 5. Dietary reference intakes for the Japanese: Vitamins 6. Dietary reference intakes for the Japanese: Minerals 7. Frail, sarcopenia, locomotive syndrome | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | |
| <p>Students are required to read papers related to the course, summarize the contents in a report, and submit the report in class. Students are required to devote twice as much time to self-study as they do to class time (100 minutes per class).</p> | | | | | | | |
| Grading criteria | | | Textbooks | References | | | |
| <ul style="list-style-type: none"> • In-class performance (50%) • Reports (50%) | | | Dietary Reference Intakes for Japanese (2020) | N/A | | | |
| | | | Materials | Remarks | | | |
| | | | Handouts will be distributed as needed. | N/A | | | |

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|--|---|---|--|---|----------|
| Subject | Advanced Lectures on Nutrition Management | Prof. Hiromi Ishida | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals | | | | | |
| <p>This course will focus on diets that help maintain our mental and physical health, and consider them from multiple viewpoints including nutrition, preparation, quality, culture, and economics. Students will be able to understand the cycle of nutrition management, select assessment methods depending on different target recipients, and develop appropriate nutrition intervention (by providing meal)/evaluation plans. Students also will be able to acquire the ability to promote practical research in the field of nutrition management practice.</p> | | | | | |
| Course Summary | | | | | |
| <p>This course will help students understand the current dietary situation of Japanese people at different stages of life and consider diets that can maintain our mental and physical health. Explanations will be given on how to assess dietary intakes and apply the assessment results, and basic knowledge about menu planning and composition. Using one life stage as an example, consider the process of nutrition management with a focus on dietary assessment.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. Characteristics and challenges of the current dietary situation of Japanese people at different stages of life</p> <p>2. General idea of nutrition management, procedures of nutrition management, the PDCA cycle</p> <p>3. Nutritional assessment, anthropometry, clinical testing, clinical examination</p> <p>4. Dietary assessment, dietary assessment methods, nutrients, food groups, cuisines, dietary patterns</p> | | | <p>5. Food preparation and dietary quality, nutrition, dietary volume, dietary shape, quality standards, seasoning ratio</p> <p>6. Meal plan, menu development criteria, nutrition plan, food composition, dietary pattern, and cost</p> <p>7. Summary (Consider the priority of meal improvement from the perspective of dietary assessment and summarize the connection among nutrient level, food level, cuisine and dietary level)</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to allocate twice as much preparatory and review time to do dietary analysis for each assigned life stage as they do to class time (100 minutes per class).</p> | | | | | |
| Grading criteria | | Textbooks | | References | |
| <ul style="list-style-type: none"> In-class performance (including comments made in class, presentations, etc.) (50%) Reports (50%) <p>Submitted reports will be returned with comments.</p> | | Handouts will be distributed as needed. | | N/A | |
| | | Materials | | Remarks | |
| | | N/A | | N/A | |

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|---|--|---------------------|--|------------------------------------|----------|---|--|
| Subject | Advanced Lectures on Food Service Management | Prof. Hiromi Ishida | Compulsory <input checked="" type="checkbox"/> | Selective <input type="checkbox"/> | 1 credit | | |
| Course goals | | | | | | | |
| <p>The focus of this course is to learn how to establish an effective and efficient food service system which aims at serving a large number of clients with specific needs. Students will be able to come up with research methods related to the food service system. Based on marketing theories, they will also be able to explain how to manage food service resources in nutritional management services (ingredients, cooks, costs, equipment, methodology, information, etc.) and meet the users' needs. Students also will be able to acquire research skills in food service management.</p> | | | | | | | |
| Course Summary | | | | | | | |
| <p>The lecture will be centered around the latest trends of the meal provision system and management cycle at food service facilities. Students will jointly review challenges related to food service operation and management that they face and discuss how to solve them.</p> | | | | | | | |
| Course Plan | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1. Nutrition management and food service management (1) Nutrition supply, education materials, meal development, quality development, production</p> <p>2. Nutrition management and food service management (2) Management resources, marketing, management</p> <p>3. Cookery/provision system and quality management (1) Cookery /provision system, menu management, quality management</p> </td> <td style="width: 50%; vertical-align: top;"> <p>4. Cookery/provision system and quality management (2) Facility/equipment, cooking procedures, procedures, standardization</p> <p>5. Hygiene management/risk management, HACCP system, general hygiene management, risk management</p> <p>6. Food service system development, total system, sub-system, integration</p> <p>7. Summary (Clarify the challenges of the student's food service management and summarize the solution.)</p> </td> </tr> </table> | | | | | | <p>1. Nutrition management and food service management (1) Nutrition supply, education materials, meal development, quality development, production</p> <p>2. Nutrition management and food service management (2) Management resources, marketing, management</p> <p>3. Cookery/provision system and quality management (1) Cookery /provision system, menu management, quality management</p> | <p>4. Cookery/provision system and quality management (2) Facility/equipment, cooking procedures, procedures, standardization</p> <p>5. Hygiene management/risk management, HACCP system, general hygiene management, risk management</p> <p>6. Food service system development, total system, sub-system, integration</p> <p>7. Summary (Clarify the challenges of the student's food service management and summarize the solution.)</p> |
| <p>1. Nutrition management and food service management (1) Nutrition supply, education materials, meal development, quality development, production</p> <p>2. Nutrition management and food service management (2) Management resources, marketing, management</p> <p>3. Cookery/provision system and quality management (1) Cookery /provision system, menu management, quality management</p> | <p>4. Cookery/provision system and quality management (2) Facility/equipment, cooking procedures, procedures, standardization</p> <p>5. Hygiene management/risk management, HACCP system, general hygiene management, risk management</p> <p>6. Food service system development, total system, sub-system, integration</p> <p>7. Summary (Clarify the challenges of the student's food service management and summarize the solution.)</p> | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | |
| <p>Students are required to allocate twice as much time to self-study as they do to class time. It is recommended that students place their own thematic focus related to food service operation and management in the context of the course contents.</p> | | | | | | | |
| Grading criteria | | | Textbooks | References | | | |
| <ul style="list-style-type: none"> • In-class performance (including comments made in class, presentations, etc.) (50%) • Reports (50%) <p>Submitted reports will be returned with comments.</p> | | | N/A | N/A | | | |
| | | | Materials | Remarks | | | |
| | | | Handouts will be distributed as needed. | N/A | | | |

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|---|--|--|------------|---|----------|--|--|--|---|--|
| Subject | Advanced Lectures on Nutrition Education | A/Prof. Fumi Hayashi | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit | | | | | |
| Course goals | | | | | | | | | | |
| This main focus of the course is to help the student deepening their understanding on the behavioral science theories and applying the models used to nutrition and dietary education. Students will become able to understand basic theories necessary for an interventional study of nutrition education and develop concrete plans. | | | | | | | | | | |
| Course Summary | | | | | | | | | | |
| Lectures will cover the basics of behavioral science theories and models that are used for the practice and study of nutrition education and dietary education targeted at individuals and groups, so that students will learn examples of how to use them in nutrition education and dietary education. In addition, students will also learn a series of processes, including assessment, identification of priority issues, determination of objectives and goals, selection of evaluation metrics and methods, planning of interventional programs, selection of educational materials and learning styles, cooperation and collaboration with related parties, evaluation of intervention, and review of programs, in line with the management cycles of nutrition education and dietary education. Through not only lectures but also literature readings and discussions on multiple themes including nutrition education and dietary education studies for different life stages, students will deepen understanding of theoretical basics and management cycles. | | | | | | | | | | |
| Course Plan | | | | | | | | | | |
| <table border="1"> <tr> <td>1. Understanding of factors related to food choices and dietary behaviors that are addressed in nutrition education.</td> <td rowspan="4">5. Fundamentals of Nutrition Communication and Practice of Nutrition Communication 6. Basic criteria of intervention research and case studies in the nutrition education field 7. Review and discussion of research articles related to nutrition education (Summary)</td> </tr> <tr> <td>2. Basic theory/model of behavior science and how to apply them to nutrition education and dietary education study (Mainly learn about individual behavior change)</td> </tr> <tr> <td>3. Basic theory/model of behavior science and how to apply them to nutrition education and dietary education study (Mainly learn about individuals and relationships between individuals and society)</td> </tr> <tr> <td>4. Management cycle of nutrition education/dietary education and research plans.</td> </tr> </table> | | | | | | 1. Understanding of factors related to food choices and dietary behaviors that are addressed in nutrition education. | 5. Fundamentals of Nutrition Communication and Practice of Nutrition Communication 6. Basic criteria of intervention research and case studies in the nutrition education field 7. Review and discussion of research articles related to nutrition education (Summary) | 2. Basic theory/model of behavior science and how to apply them to nutrition education and dietary education study (Mainly learn about individual behavior change) | 3. Basic theory/model of behavior science and how to apply them to nutrition education and dietary education study (Mainly learn about individuals and relationships between individuals and society) | 4. Management cycle of nutrition education/dietary education and research plans. |
| 1. Understanding of factors related to food choices and dietary behaviors that are addressed in nutrition education. | 5. Fundamentals of Nutrition Communication and Practice of Nutrition Communication 6. Basic criteria of intervention research and case studies in the nutrition education field 7. Review and discussion of research articles related to nutrition education (Summary) | | | | | | | | | |
| 2. Basic theory/model of behavior science and how to apply them to nutrition education and dietary education study (Mainly learn about individual behavior change) | | | | | | | | | | |
| 3. Basic theory/model of behavior science and how to apply them to nutrition education and dietary education study (Mainly learn about individuals and relationships between individuals and society) | | | | | | | | | | |
| 4. Management cycle of nutrition education/dietary education and research plans. | | | | | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | | | | |
| Review what you learnt in your undergraduate program as preparatory study. Develop questions and themes that will lead to discussion in class thorough preparatory and review self-study, including reading papers and materials provided in class. The estimated amount of time for self-study should be about 30 minutes per class. | | | | | | | | | | |
| Grading criteria | Textbooks | References | | | | | | | | |
| <ul style="list-style-type: none"> In-class performance (20%) Reports (80%) | <ul style="list-style-type: none"> Contento IR 著, 足立己幸, 衛藤久美, 佐藤都喜子監訳. これからの栄養教育論—研究・理論・実践の輪—, 2015. 第一出版. | <ul style="list-style-type: none"> Contento IR. & Koch PA. Nutrition Education: Linking research, theory, and practice, 4th edition. Jones & Bartlett Learning, 2020. Glanz, K., Rimer, BK., Viswanath K. Health Behavior and Health Education: Theory, research, and practice, 5th edition. Jossey-Bass, 2015. 中山健夫, 津谷喜一郎編著: 臨床研究と疫学研究のための国際ルール集 中山健夫, 津谷喜一郎編著: 臨床研究と疫学研究のための国際ルール集Part 2 赤松利恵, 林芙美 編. 管理栄養士・栄養士のための栄養コミュニケーション 基礎・活用・実践. 臨床栄養(臨時増刊号) 143巻4号, 2023. | | | | | | | | |
| | Materials | | | | | | | | | |
| | Materials will be distributed in class. | | | | | | | | | |

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|---|--|---------------------|---|--|----------|
| Subject | Advanced Lectures on Community Nutrition | Prof. Yukari Takemi | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals | | | | | |
| <p>The course focuses on nutrition education and food environment development in the community. Food environment improvement is an activity that includes both the provision of healthy food and meals and the provision of relevant and appropriate information. The implementation of nutrition education and food environment improvement in a community should be based on the health and nutrition policy of the community. Students will gain the ability to develop, implement, and evaluate nutrition education and food environment improvement program in consideration of the characteristics of the target groups. In addition, students in this course will acquire the ability to become highly specialized professionals for community action.</p> | | | | | |
| Course Summary | | | | | |
| <p>In the first half of the course, the latest trends in Japanese policies on health, nutrition, and food education are given based on professor's own experience of being involved in the policy development process. Next, the course will introduce some key concepts necessary for promoting nutrition education and improving the food environment in the communities. These include the 'radical population approach,' which will be explained based on domestic and international case studies, the 'ladder of intervention,' which is a framework for understanding the effects of the population approach, and the application of 'social marketing' and 'nudge technique' from behavioral economics to help come up with effective measures and programs. Each session will include time for discussion based on the lecture content, so students can learn to clarify and refine their thoughts. The final session will provide an exercise using the 'ladder of intervention' in practice and then hold a group discussion.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. The concept of food environment: Perception of food environment in Japan and overseas, its conceptual framework, and why it is deemed globally important</p> <p>2. Health policy and improvement of the food environment: Goals, progress, and challenges of Health Japan 21 (national health promotion campaign)</p> <p>3. What is a healthy diet?: Consideration of healthy diet by the MHLW and a healthy diet/food environment certification system by a consortium of academic organizations</p> | | | <p>4. Sustainable diet and food environment beyond human health: Global trends in sustainable healthy diets; the contents and challenges of the "Strategic Initiative for a Healthy and Sustainable Food Environment" launched by the MHLW in 2022</p> <p>5. The 'ladder of intervention' as a theoretical framework of a fundamental population approach: Understanding the ladder of approach and its use cases for improving food environment</p> <p>6. Application of social marketing and nudge theory (from behavioral economics) to the food environment improvement: learning from specific cases</p> <p>7. Exercise: Planning food environment improvement measures using the 'ladder of intervention,' presentation, and discussion</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to read the basic plan of each country thoroughly prior to class. Prepare to make comments in class by thinking about how to utilize what you learn in the class, by placing it in the context of your research theme.</p> | | | | | |
| Grading criteria | | | Textbooks | References | |
| <ul style="list-style-type: none"> In-class performance (20%) Short essay (50%) Comprehensive report (50%) | | | <p>「人間の行動変容に関する基本-効果的な栄養教育のための理論とモデル」武見ゆかり, 赤松利恵編, 医歯薬出版, 2022</p> | <p>「日本人の長寿を支える「健康な食事」のあり方検討会」報告書. 厚生労働省 2014. 「自然に健康になれる持続可能な食環境づくりの推進に向けた検討会」報告書. 厚生労働省 2021.</p> | |
| | | | Materials | Remarks | |
| | | | <p>Materials will be distributed in class.</p> | <p>N/A</p> | |

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|---|--|-------------------|--|---|----------|
| Subject | Advanced Lectures on Health Management at School | Prof. Nobuko Endo | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals | | | | | |
| This course is concerned with school health nursing as one of health, medical and welfare systems pertaining to children's health and nutritional conditions, and teaches how nutrition teachers (registered dietitians) should think and behave at schools. Students will be able to recognize and understand the current situation and challenges of school health nursing and consider the role of school meals and dietary challenges at home while keeping appropriate school health nursing/management in mind. | | | | | |
| Course Summary | | | | | |
| Students will understand the meaning and purpose of school health nursing and learn its trends. In addition, the course will highlight 1) the relationship between general/dietary education and related laws/regulations and 2) organizational activities of school health nursing, in order to clarify the current challenges of school health nursing. It will then explore how nutrition teachers or registered dietitians can cooperate with others involved in school health nursing to solve those challenges. | | | | | |
| Course Plan | | | | | |
| 1. To learn about the significance and purpose of school health and the domain structure (health management, health education, and organizational activities). Students will also learn about the actual conditions of growth and development and health issues of children and the historical changes in school health. (Lecture shared with the Health Sciences Programs) [Keywords] school health management, school safety, health education, organizational activities, health issues, school health history | | | 4. 5. Select one school health issue or student health issue common to nutrition teachers and school nurse teachers, and discuss and plan how they can work together (research, education, or policy recommendation, etc.). (Key words: problem finding, assessment) | | |
| 2. To learn about approaches and research on various issues in school health from the perspective of the relationship to dietary education. [Keywords] dietary education, orphan eating, eating disorders, obesity, leanness. | | | 6. 7. Presentation and Critique (Lecture shared with the Health Sciences Programs) | | |
| 3. To learn about school health planning, school health and safety planning, and participation in school health organization activities from the standpoint of nutrition teachers (registered dietitians). [Keywords] nutrition teacher, school nurse, school health plan, school health safety plan, health organization activities. | | | Students will mutually present their analysis of the current situation and their approaches (solutions, research plans, etc.) to the problem they have selected. Discussion and critique will follow. Keywords: presentation, peer review | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| Students are required to read research papers and materials distributed prior to class. | | | | | |
| Grading criteria | Textbooks | | References | | |
| <ul style="list-style-type: none"> • In-class presentations (30%), • Comments and willingness to participate in discussions (30%), • Reports (40%). | 学校保健マニュアル 南山堂 衛藤隆 (編集) | | References will be introduced in class. | | |
| | Materials | | Remarks | | |
| | Materials will be distributed as needed. | | Students are required to participate in at least one school health conference or other related conference and submit a report on what they learned. The classes will include lectures, discussions, hands-on work, and presentations. Since this is a graduate school, students are expected to work independently to solve problems while mobilizing all of their current knowledge and experience. | | |

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|---|---|---|------------|---|----------|
| Subject | Advanced Lectures on Nutritional Care for Children with Disability | Prof. Kazuhiro Shimokawa | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals | | | | | |
| <p>This course will cover various cases requiring nutritional care and support, including type 1 diabetes of sickly children, obesity of mentally challenged children, extreme fussiness of autistic children, eating disorders like anorexia and bulimia associated with mental disability, and eating and swallowing disorders observed in severely disabled children. Students will be able to understand the various conditions of pupils requiring dietary care and support, know how to care and support them, and, as nutrition teachers, provide dietary consulting and other support services to pupils and their parents. The objective of this course is to acquire knowledge to become a person who has profound knowledge from a broad perspective of nutritional science as stated in the DP.</p> | | | | | |
| Course Summary | | | | | |
| <p>Students will learn disability characteristics of various disabled children including those with development disability, and master basic knowledge and skills about ways to support them depending on their disability characteristics.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. Overview of education policy for children with disabilities (CWD) and selection of research themes 2. Characteristics of disabilities of CWD (1) Sensory disturbance and communication support 3. Characteristics of disabilities of CWD (2) Cognitive features of CWD and support</p> | <p>4. Characteristics of disabilities of CWD (3) Swallowing mechanism development and support for disorders of feeding and swallowing 5. Research Presentation and Discussion (1) "Case Studies of School Lunch Accidents" 6. Characteristics of disabilities of CWD (4) Support for endocrine disorders, eating disorders, picky eaters" 7. Research Presentation and Discussion (2) "Consultation Support for Children and Families in Need of Food Considerations"</p> | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Lecture notes will be distributed as a textbook in the first class. Students are required to attend the class after referring to/reviewing "PowerPoint PDF Data" (provided via Teams) before participating in the class. In "Research Presentation and Discussion," two themes (case law research and consultation support) will be presented in the first class, and students are required to select one theme for each. Students are required to present their research in the 5th and 7th classes. Students are also required to prepare reports and materials for the presentation. (200 minutes per week required.)</p> | | | | | |
| Grading criteria | Textbooks | References | | | |
| <p>• In-class presentations (25%) • Participation in discussions (25%) • Outcomes of the research presentation (50%) Evaluations and other comments will be shared in the class.</p> | <p>Lecture Notes distributed in class will be used as the textbook.</p> | <p>「食べる機能の障害 その考え方とリハビリテーション」金子芳洋・向井美恵・尾本和彦（日本医師薬出版） 「特別支援教育ハンドブック」飯野順子・岡田加奈子・玉川進編著（東山書房）</p> | | | |
| | Materials | Remarks | | | |
| | <p>Lecture Notes and PDFs of the PowerPoint used in class will be sent to through Teams. Students will be notified of materials the are required to prepare themselves prior to class.</p> | N/A | | | |

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|---|--|------------------------|---|---|----------|
| Subject | Advanced Lectures on Chrono-Nutrition | Prof. Masaki Takahashi | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals | | | | | |
| <p>The goal of this course is to understand the relationship between the body clock, biological rhythms, and health, and the importance of considering the timing of meals and exercise throughout the day, using time nutrition as a key word. The course aims to enable students to think about nutrition and dietary habits in accordance with their individual body clocks and life rhythms. These contents are related to the acquisition of knowledge to become a person who has profound knowledge from a broad perspective of nutritional science as stated in the Diploma Policy.</p> | | | | | |
| Course Summary | | | | | |
| <p>Students gain an understanding of the regulation of biological clocks and clock genes that cause cycles in the body, and the different effects on the body depending on the timing of nutrient and food intake. The course will also introduce the findings of temporal nutrition and temporal kinesiology regarding the medium- and long-term effects on disease prevention, particularly lifestyle-related diseases, and exercise and sports performance in humans. Furthermore, since individual lifestyles differ greatly depending on life stages and social environments, the application of temporal nutritional science will be considered from multiple perspectives.</p> | | | | | |
| Course Plan | | | | | |
| <p>(1) Biological Clock and Health (Overview of Biological Clock, Assessment Methods, Relationship to Health Issues) (2) Temporal Nutrition and Health (1) (Relationship between the body clock, biological rhythms, and nutrition and diet) (3) Temporal Nutrition and Health (2) (Temporal nutrition for disease prevention with a focus on lifestyle-related diseases) (4) Relationship between Body Clock and Exercise/Sports Performance</p> | | | <p>(5) Temporal Exercise Science and Health (Timing of exercise and prevention of lifestyle-related diseases) (6) Individualized Nutrition (Nutrition and diet based on individual lifestyles and personal differences) (7) General discussion (Introduction of case studies of temporal nutritional science in society and its potential for clinical application)</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Prepare for matters related to the lesson plan. In addition, review the materials and slides distributed in each class, and conduct in-depth research on topics of particular interest to you. In addition, students are expected to summarize their research in a report and a PowerPoint presentation to be submitted to the class, and to be able to make a presentation in the general discussion. Independent study should be approximately twice as much as class time.</p> | | | | | |
| Grading criteria | Textbooks | | References | | |
| <ul style="list-style-type: none"> • In-class performance (50%) • Reports (50%) | None in particular. Class slides and handouts will be distributed at each session as needed. | | N/A | | |
| | Materials | | Remarks | | |
| | None in particular. Class slides and handouts will be distributed at each session as needed. | | N/A | | |

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|--|---|-----------------------|--|---|----------|
| Subject | Advanced Lectures on Molecular Nutrition | Prof. Akiko Fukushima | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals | | | | | |
| <p>The thematic focus of this course is lifestyle-related diseases and genes. Students will be able to explain the diversity of genes and lifestyle-related diseases at the genetic level. This course is in line with the Master's Diploma Policy which is to acquire a high degree of expertise and a broad perspective on nutritional science</p> | | | | | |
| Course Summary | | | | | |
| <p>The human genome has been analyzed, and all life phenomena are being analyzed at the genetic level. Nutrition science also requires the understanding of humans at the genetic level. The course will cover vast areas from basic knowledge on genes to the molecular mechanism of the onset of lifestyle-related diseases.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. Molecular composition of DNA 2. Flow of genetic information (Replication, transcription, translation) 3. Human genome (Autosome, sex chromosome, mitochondria DNA) 4. Lifestyle-related diseases and genetic polymorphisms (genetic diseases, genetic polymorphisms, disease susceptibility genes)</p> | | | <p>5. Molecular mechanism of obesity (mast cells, adipocytokines) 6. Molecular mechanism of diabetes (insulin, TNF-α, gluconeogenesis) 7. Molecular mechanisms such as hyperlipidemia (LDL receptor, PPAR)</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to review a textbook used in the undergraduate biochemistry class prior to the course. Students are also required (a) to read designated papers prior to class, (b) summarize the keywords and study the relevant parts of the references as a review. Approximatory 60 minutes of preparatory and review study are required per class.</p> | | | | | |
| Grading criteria | Textbooks | | References | | |
| Grades will be determined based on submitted reports. | Handouts will be distributed as needed. | | <p>1. 佐久間慶子、福島亜紀子著 栄養と遺伝子のはなしー分子栄養学入門 技報堂出版 2. 有波忠雄、太田敏子、清水淑子、福島亜紀子、三村邦裕編 メディカルサイエンス遺伝子検査学 近代出版 3. 田村隆明著 基礎から学ぶ遺伝子工学 第3版 羊土社</p> | | |
| | Materials | | Remarks | | |
| | Materials will be distributed in the class. | | N/A | | |

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|--|--|--|--|---|----------|
| Subject | Advanced Lectures on Biochemistry | Prof. Hisanori Kato | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals and Course summary | | | | | |
| <p>The thematic focus of this course is cell communication and the regulation of gene expression. Students will be able to explain how stimuli from outside the cells, such as food components and hormones, induce cellular responses. The course will help students acquire deep and accurate knowledge and develop a broad perspective in nutritional science as outlined in the Diploma Policy.</p> | | | | | |
| <p>Hormones and growth factors trigger various cell responses by binding to the receptor of the target cell. Many food components can also cause similar responses, including changes in enzyme activity and regulation of gene expression. Students will learn about these phenomena, which may lead to disease development. The latter half of the course will introduce students to nutritional genomics technologies that enable comprehensive analysis of gene expression and the relation between the analysis results thereof and cell communication based on real cases.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. Overview of cell communication; G protein coupled receptors (i) – the functions of glucagon 2. G protein coupled receptors (ii) – receptor types; tyrosine kinase receptors (i) – overview 3. Tyrosine kinase receptors (ii) – the functions of insulin; nuclear receptors (i) – overview 4. Nuclear receptors (ii) – receptor types, intestinal bacteria, and short-chain fatty acid receptors</p> | | | <p>5. Food components and gene expression regulation 6. Overview of nutritional genomics – technological development 7. Application of nutritional genomics to studies on food functionality</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to review the process from gene expression to protein synthesis (transcription, mRNA, translation, etc.) as well as the roles of hormones. Students are encouraged to spend 100 minutes or more per class to prepare for and review the contents.</p> | | | | | |
| Grading criteria | Textbooks | References | | | |
| <p>Grades will be determined based on submitted reports. Feedback on the submitted reports will be provided.</p> | <p>N/A Lectures will be mainly based on hand-out materials and PowerPoint files.</p> | <p>①加藤久典、藤原葉子編著、栄養科学イラストレイテッド 分子栄養学、羊土社 ②田村隆明、山本雅編 分子生物学イラストレイテッド、羊土社 ③徳久間慶子、福島亜紀子著 栄養と遺伝子のはなし—分子栄養学入門 技報堂出版</p> | | | |
| | Materials | Remarks | | | |
| | <p>Materials will be distributed in class.</p> | <p>N/A</p> | | | |

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|--|--|---------------------|---|---|----------|--|--|
| Subject | Advanced Lectures on Food Cultural Anthropology | A/Prof. Akiko Moria | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit | | |
| Course goals | | | | | | | |
| <p>In this course, students will learn the significance of food to humans from an anthropological perspective. The goal is to understand social and cultural of food and various values reflected in food, based on specific examples. The goal of this course is related to the Diploma Policy, which is to acquire a high degree of expertise with in-depth knowledge of human food and a broad perspective on nutritional science</p> | | | | | | | |
| Course Summary | | | | | | | |
| <p>Students will learn the historical transition of Japanese food culture in the broader context of East Asian food culture. They will also review various cultural aspects reflected in food, through dietary records and ethnography.</p> | | | | | | | |
| Course Plan | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> 1. Thinking about food from a cultural perspective (Face-to-face session) 2. Food as life culture (Face-to-face session) 3. History of food culture in Japan (Face-to-face session) 4. Food culture in Japan (Face-to-face session) </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> 5. Food culture in East Asia (Face-to-face session) 6. Food and ideology (Face-to-face session) 7. Modern challenges surrounding food (Face-to-face session) </td> </tr> </table> | | | | | | 1. Thinking about food from a cultural perspective (Face-to-face session) 2. Food as life culture (Face-to-face session) 3. History of food culture in Japan (Face-to-face session) 4. Food culture in Japan (Face-to-face session) | 5. Food culture in East Asia (Face-to-face session) 6. Food and ideology (Face-to-face session) 7. Modern challenges surrounding food (Face-to-face session) |
| 1. Thinking about food from a cultural perspective (Face-to-face session) 2. Food as life culture (Face-to-face session) 3. History of food culture in Japan (Face-to-face session) 4. Food culture in Japan (Face-to-face session) | 5. Food culture in East Asia (Face-to-face session) 6. Food and ideology (Face-to-face session) 7. Modern challenges surrounding food (Face-to-face session) | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | |
| <p>Students are required to read the designated book stipulated under References. (Students are required to dedicate twice as much time to preparatory study as they do to class time.) It is recommended that students visit museums or exhibitions related to food prior to class.</p> | | | | | | | |
| Grading criteria | Textbooks | | References | | | | |
| In-class performance (20%) Reports (80%) | N/A | | To be informed in the class | | | | |
| | Materials | | Remarks | | | | |
| | Handouts will be distributed in class. | | The course may be changed to online classes, in consultation with students, depending on circumstances. | | | | |

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|---|---|---|------------|---|----------|---|---|
| Subject | Advanced Lectures on Eating Psychology | Prof. Tomoko Hasegawa | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit | | |
| Course goals | | | | | | | |
| <p>The main theme of this course is the psychological approach to diet behavior. The course aims to enable students to 1) intensively read English research papers describing diet behavior and related actions from a psychological perspective, and 2) understand and explain psychological theories on diet behavior.</p> | | | | | | | |
| Course Summary | | | | | | | |
| <p>We can psychologically analyze diet behavior from the perspectives of 1) the human as an animal, 2) persons as individuals, and 3) human beings as social and cultural creatures. And in terms of psychology, eating behavior is related to 1) neuroscience, 2) learning and motivation, 3) culture and society, 4) health and clinicalness, and 5) development. The latest literature will be selected from the following themes: the development of diet behavior, interactions between diet behavior and society, cognitive effects on diet behavior, diet behavior and desires to slim down, etc. Research on the development of diet behavior will be explained from the perspective of interactions with humans. The number of hours of literature reading will vary depending on the number of students.</p> | | | | | | | |
| Course Plan | | | | | | | |
| <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> 1. Outline of diet behavior from the perspective of psychology 2. Reading papers on development of diet behavior 3. Reading papers on diet behavior and social interaction 4. Reading literature on cognitive effects on eating behavior </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> 5. Reading literature on eating behavior and desire for slimming 6. Recent Research Trends in Developmental Psychology of Eating Behavior 1: From the perspective of food selection 7. Recent Research Trends in Development Psychology of Eating Behavior 2: From the perspective of mother and child relationships and family relationships </td> </tr> </table> | | | | | | <ul style="list-style-type: none"> 1. Outline of diet behavior from the perspective of psychology 2. Reading papers on development of diet behavior 3. Reading papers on diet behavior and social interaction 4. Reading literature on cognitive effects on eating behavior | <ul style="list-style-type: none"> 5. Reading literature on eating behavior and desire for slimming 6. Recent Research Trends in Developmental Psychology of Eating Behavior 1: From the perspective of food selection 7. Recent Research Trends in Development Psychology of Eating Behavior 2: From the perspective of mother and child relationships and family relationships |
| <ul style="list-style-type: none"> 1. Outline of diet behavior from the perspective of psychology 2. Reading papers on development of diet behavior 3. Reading papers on diet behavior and social interaction 4. Reading literature on cognitive effects on eating behavior | <ul style="list-style-type: none"> 5. Reading literature on eating behavior and desire for slimming 6. Recent Research Trends in Developmental Psychology of Eating Behavior 1: From the perspective of food selection 7. Recent Research Trends in Development Psychology of Eating Behavior 2: From the perspective of mother and child relationships and family relationships | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | |
| <p>Please prepare your resume after carefully reading the assigned sections (including a verbatim translation). Please refer to Yuhikaku's "Dictionary of Psychology" or Heibonsha's "Encyclopedia of Psychology," etc., and prepare carefully for the psychological terms that will be used. Detailed instructions will be given after registration. Self-study time will be about twice as much as class time.</p> | | | | | | | |
| Grading criteria | Textbooks | References | | | | | |
| <p>Presentation contents, level of participation in discussions (80%) Reports (20%) Feedback will be given on students' comments.</p> | <p>Splane, E. C. et al. (2020). Psychology of Eating: From biology to culture to policy second edition. Routledge., Meiselman, H. L. et al. (Eds).(2020). Handbook of Eating and Drinking. Springer. Readings will be determined on a case-by-case basis, including scholarly articles. Readings will be distributed in advance.</p> | References will be designated in class. | | | | | |
| | | Remarks | | | | | |
| | | N/A | | | | | |

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|--|---------------------------------------|--|---|------------------------------------|----------|
| Subject | Advanced Lectures on Global Nutrition | Prof. Chizuru Nishida | Compulsory <input checked="" type="checkbox"/> | Selective <input type="checkbox"/> | 1 credit |
| Course goals and Course summary | | | | | |
| <p>Child obesity is increasing in many countries. Even in developing countries where malnutrition and infection diseases (including AIDS) are major public health issues, child obesity and various lifestyle-related diseases are rapidly increasing. In this course, students are required to consider what kind of nutrition policy should be developed in countries facing the double burden of malnutrition, and why the life-course approach is necessary for the development and scale-up of effective nutrition improvement plans and programs. Students will also learn what kind of activities are conducted by international institutes such as WHO to support those countries in the public health and nutrition fields.</p> | | | | | |
| Course Plan | | | | | |
| <p>1-3. Learn about global nutrition issues varying rapidly and consider the challenging of the double burden of malnutrition increasing in developing countries and the necessity of life course approach to solve it.</p> | | | <p>4-6. Acknowledge the actual situation of commitment, capacity, and nutrition governance required to achieve a nutrition improvement plan and program and to scale them. 7. Summary</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to conduct preparatory study about recent news related to global nutrition and food issues by checking science magazines and newspapers and researching nutrition-related topics on the WHO and UNICEF websites.</p> | | | | | |
| Grading criteria | | References | | | |
| <p>Grades will be determined based on the level of participation in discussions and on submitted reports.</p> | | <ul style="list-style-type: none"> •SCN. 6th Report of the World Nutrition Situation: Progress in Nutrition. SCN, Geneva, 2010.(Chapter 2: Regional Nutrition Trends and Chapter 3: Maternal Nutrition). http://www.unscn.org/files/Publications/RWNS6/html/index.html •Tackling the Double Burden of Malnutrition: A Global Agenda, SCN News No. 32,2006. •Nishida C. Global food and nutrition strategies for addressing the double burden of malnutrition and other emerging issues. SCN News No.33, pp18-21, 2006. •Darnton-Hill I, Nishida C, James WPT. A life course approach to diet, nutrition and the prevention of chronic diseases. Public Health Nutrition, 7(1A): 101 – 121, 2004. • WHO/FAO. Diet, nutrition and the prevention of chronic diseases. Report of the joint WHO/FAO Expert Consultation •FAO/WHO. Preparation and use of food-based dietary guidelines. Report of a joint FAO/WHO Expert Consultation (TRS 880). 1998 (日本語訳本あり) • Nishida C, Shrimpton R, Darnton-Hill I. Landscape Analysis on countries' readiness to accelerate action in nutrition. SCN News No. 37, 2009: 4 – 9. • Engesveen K, Nishida C, Prudhon C, Shrimpton, R. Assessing countries' commitment to accelerate nutrition action demonstrated in PRSPs, UNDAFs and through nutrition governance. SCN News, No. 37, 2009: 10 – 16. •List of the Millennium Development Goals •ICN World Declaration and Plan of Action on Nutrition, 1992 | | | |

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|--|---|-----------------|--|---|----------|
| Subject | Advanced Lectures on Human Life Education | Prof. Rie Imoto | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals | | | | | |
| <p>This course is a prerequisite for students who wish to acquire an advanced home economics teaching license for middle and high schools.</p> <p>Students will be able to consider the interaction between people and the environment in human life centered on the home, deeply understand the contents and methods of home economics required in the course of study, and be able to provide specialized guidance. In order to achieve the Diploma Policy of "those who acquire a high degree of expertise and a broad prospective on nutritional science," the program will deepen knowledge in the field of food culture science.</p> | | | | | |
| Course Summary | | | | | |
| <p>After deeply considering how to perceive life, students will understand the relationship between various issues in modern society and life. In addition, students will formulate specialized guidance to develop the ability to solve life problems in home economics education. Furthermore, we will formulate specialized instruction to develop life problem-solving skills in home economics education.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. Value-consciousness and decision-making in life 2. Living hours and life resources 3. Money in life and various values 4. Environmental issues and life</p> | | | <p>5. Information and life 6. Research trends in home economics education 7. Education methods to develop the capacity to solve problems in life</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to read research papers, references, and materials designated in class and and dedicate twice as much time to preparatory and review study as they do to class time.</p> | | | | | |
| Grading criteria | Textbooks | | References | | |
| <p>Presentations and comments in class (50%) Reports (50%) Comments will be returned as feedback.</p> | <p>Handouts will be distributed as needed.</p> | | <p>(一社)日本家政学会 家政学原論部会 編 『やさしい家政学原論』建帛社、2018</p> | | |
| | Materials | | Other | | |
| | <p>Materials will be distributed as needed.</p> | | <p>N/A</p> | | |

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|--|--|--|---|---|----------|
| Subject | Advanced Lectures on Environmental Education | Prof. Rie Imoto | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals and Course summary | | | | | |
| <p>This course aims to ensure that students can understand the close linkage between dietary life and environmental issues and propose practical classes or projects on dietary education as part of education for sustainable development (ESD). In order to achieve the Diploma Policy of "those who acquire a high degree of expertise and a broad perspective on nutritional science," the program will deepen knowledge in the field of food culture science.</p> | | | | | |
| <p>Students will first learn the linkage between dietary life and environmental issues and the underlying ESD theory, undertake literature reviews of a few selected key papers, and examine some case studies. They will then choose their own research topics and make presentations on their plans for dietary environment education. Class members will discuss each plan.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. Theories related to the relationship between dietary life and environmental issue and the orientation of dietary education as ESD 2. Dietary education in school education 3. Dietary education in social education 4. Dietary education in England and Germany</p> | | | <p>5. Dietary education as international cooperation 6. Mock lesson on dietary environmental education by each student or project proposal and presentation 7. Discussion and consideration of the mock lesson or project proposal and presentation for environmental education</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to read research papers, references, and materials designated in class and dedicate twice as much time to preparatory and review study as they do to class time.</p> | | | | | |
| Grading criteria | Textbooks | References | | | |
| Presentations and comments in class (50%) Reports (50%) Reports will be returned with feedback. | Handouts will be distributed as needed. | 日本環境教育学会編『環境教育とESD』東洋館出版社、2014日本環境教育学会[監修]『知る・わかる・伝える SDGs I－貧困・食料・健康・ジェンダー』学文社、2019 その他、授業の際に指示する。 | | | |
| | Materials | Other | | | |
| | Materials will be distributed in class. | N/A | | | |

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|--|--|---------------------|--------------------------------|-------------------------------------|-----------|----------|--|--|
| Subject | Advanced Lectures on Food Analysis | Prof. Teruyuki Usui | Compulsory | <input checked="" type="checkbox"/> | Selective | 1 credit | | |
| Course goals | | | | | | | | |
| <p>Students will become able to understand and explain the purpose of use of analytical instruments in food analysis. The course is related to the Master's Diploma Policy which is to acquire a high degree of expertise and a broad perspective on nutritional science.</p> | | | | | | | | |
| Course Summary | | | | | | | | |
| <p>In the class, students will learn about typical methods of food analysis. The term "food analysis" does not only mean the quantification of food components, but also has a wide range of meanings, including the evaluation of food functionality. In addition, in contemporary times, it is common to use computers to control analytical instruments and analyze data, and typical instruments will also be studied.</p> | | | | | | | | |
| Course Plan | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> 1. Particle size distribution methods 2. Absorption analysis, fluorescence analysis, and luminescence analysis 3. Methods for separating food components (1) 4. Methods for separating food components (2) 5. Methods for separating food components (3) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> 6. Methods for using nuclear magnetic resonance 7. Use of Chemical Structure Data </td> </tr> </table> | | | | | | | <ul style="list-style-type: none"> 1. Particle size distribution methods 2. Absorption analysis, fluorescence analysis, and luminescence analysis 3. Methods for separating food components (1) 4. Methods for separating food components (2) 5. Methods for separating food components (3) | <ul style="list-style-type: none"> 6. Methods for using nuclear magnetic resonance 7. Use of Chemical Structure Data |
| <ul style="list-style-type: none"> 1. Particle size distribution methods 2. Absorption analysis, fluorescence analysis, and luminescence analysis 3. Methods for separating food components (1) 4. Methods for separating food components (2) 5. Methods for separating food components (3) | <ul style="list-style-type: none"> 6. Methods for using nuclear magnetic resonance 7. Use of Chemical Structure Data | | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | | |
| <p>Students are required to dedicate twice as much time to preparatory and review study as they do to class time (including review using files distributed after class).</p> | | | | | | | | |
| Grading criteria | Textbooks | | References | | | | | |
| <p>Grades will be determined based on submitted homework (including translation of short English sentences related to analysis) each time class is held.</p> | N/A | | Introduced in class as needed. | | | | | |
| | Materials | | Other | | | | | |
| | <p>PDF files to review what was covered in class will be distributed after class.</p> | | N/A | | | | | |

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|--|--|----------------------|--|---|----------|
| Subject | Advanced Lectures on Food Material Development | Prof. Masataka Saito | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals and Course summary | | | | | |
| <p>High value-added foods, including physiological functional foods aimed at health maintenance and foods for the purpose of utilizing recyclable food waste, are widely distributed and are readily available in the market. Many of these foods are made from a wide variety of domestically-produced ingredients. The goal in this course is to understand the social needs for food and the research and development processes, and to become able to explain the characteristics of processed foods etc that use specific food materials and ingredients. In addition, this course is related to the acquisition of in-depth knowledge from a broad perspective of nutritional science as stated in the diploma policy.</p> | | | | | |
| <p>Students will investigate how specific food materials or ingredients have been utilized in recent years and grasp in detail their characteristics and functionality.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. Food materials that are attracting attention such as lipids, proteins, peptides, amino acids, etc. 2. Production techniques and usage of food materials (production of food materials and development of processed food) 3. Case study on food material development basic research (composition, nature, genome editing): online class</p> | | | <p>4. Food ingredients that are attracting attention such as food wasting and locally specialized food, etc.) 5. Seafood and agricultural foods (raw materials, ingredients, research) 6. Development of proposals related to processed food: online class (Developing the PPT) 7. Summary (presentation, discussion, reference introduction): online class</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to read and summarize designated research papers and reviews in food/nutrition science magazines. They are also required to create a report in the form of a PowerPoint presentation and submit it in class. Students are required to dedicate twice as much time to preparation and review study as they do to class time.</p> | | | | | |
| Grading criteria | Textbooks | | References | | |
| <ul style="list-style-type: none"> • In-class performance and presentations (60%) • Reports (40%) | Handouts will be distributed as needed. | | Food and Development (UBM ジャパン株式会社) | | |
| | Materials | | Remarks | | |
| | N/A | | Students are required to prepare a PC for online classes. (Classes 3 and 6 in the course plan) | | |

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|--|---------------------------------------|---------------------------|--|---|----------|
| Subject | Advanced Lectures on Food Functions | Prof. Toshihide Nishimura | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals and Course summary | | | | | |
| <p>This course aims to enable students to explain three food functions (nutritional function, preference function, and physiological function), referring to actual foodstuffs and ingredients. This objective is related to the Master's Diploma Policy which is to acquire the research and abilities required of professionals with a high degree of expertise and a broad perspective on food functions.</p> | | | | | |
| <p>The course will pick up topics such as “science of food flavor”, and “physiological functions such as antioxidative activity or anti-hypertensive activity of peptides derived from meat,” provide guidance on three food functions, and explain foodstuffs and ingredients that have each function. It will also help students understand the mode of action of each food ingredient from the perspective of food chemistry or physiology.</p> | | | | | |
| Course Plan | | | | | |
| <p>1,2 Science of food taste: Outline the factors that determine deliciousness and the physiology that accept them. 3. Science of <i>Koku</i> attributes of food: Outline the definition of <i>Koku</i> attributes and the factors involved in <i>Koku</i> in food. 4. Meat aging: Explain the relationship between meat deliciousness and its aging. (Amino acid, inosinic acid, rigor mortis, softening)</p> | | | <p>5. Functions of peptides derived from meat (preference function): Clarify the preference effect and physiological function of peptides. 6,7. Functions of peptides (physiological function): Clarify the physiological function and mechanism of action. (Imidazole dipeptide, antioxidant effect, blood pressure increase inhibitory effect, calcium absorption promoting effect)</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Read the materials distributed prior to class thoroughly and clarify the parts that are not understood (for at least twice the amount of time as class time). Students are required to review what they learn by researching parts that are not understood in dictionaries, etc. (for at least twice the amount of time as class time).</p> | | | | | |
| Course Plan | Textbooks | | References | | |
| <ul style="list-style-type: none"> • In-class performance (50%) • Reports (50%) | N/A | | References will be designated in class. | | |
| | Materials | | Remarks | | |
| | PowerPoint files will be distributed. | | N/A | | |

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|---|--|--------------------|--|---|----------|
| Subject | Advanced Lectures on Quality Management | Prof. Hideki Tsuda | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals | | | | | |
| <p>While the objects of quality management and assurance are various, the course define the main theme of this course is the quality management/assurance for diets and beverage production. After a series of classes, students aim to be at a level where they will have a standard mindset that will be useful when working in food and beverage manufacturing and the companies that provide them.</p> | | | | | |
| Course Summary | | | | | |
| <p>Classes include "Overview" to learn the differences between quality control and quality assurance and their methods, and "Quality control and quality assurance" to understand the intentions from recent revisions of laws and regulations related to food and beverages and various globalized standards. Furthermore, trends and objectives of legislation and standards that affect the industry, and "quality and quality assurance during normal times and emergencies" to learn about quality control and quality assurance practices based on actual examples of the food and beverage manufacturing industry. The visits to the production factory will be conducted in order to inflate the student's imagination in the final round of the classes.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. 2. Introduction of quality management and assurance (Keywords: quality, quality management, quality assurance, analysis/evaluation method, QMS)</p> <p>3. 4. Trends in amendment of laws and regulations which affect quality management and quality assurance (Keywords: food hygiene law, food labeling law, food labeling standards, Pharmaceutical Machinery Law (Pharmaceuticals and Medical Devices Law), Freebie Labeling Law, ISO, FSSC, International Standardization, etc.)</p> | | | <p>5. 6. Quality management and quality assurance under normal and emergency situations (Keywords: quality accident, health damage, recall/voluntary recall system)</p> <p>7. Excursion to Krin beer factory in Yokohama</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to review the previous class and assigned homework as preparation for the next class. (200 miniuts per week)</p> | | | | | |
| Grading criteria | Textbooks | | References | | |
| <ul style="list-style-type: none"> In-class performance (50%) Reports (50%) | No textbooks. Related documents will be distributed. | | ①真壁 肇・鈴木和幸(著)、品質管理と品質保証、信頼性の基礎、日科技連出版社、2018 ②山田正美(著)、図解 よくわかるこれからの品質管理、同文館出版、2017 ③河岸宏和(著)、食品工場の品質管理、同文館出版、2015 ④深田博史・寺田和正(著)、見るみる食品安全・HACCP・FSSC22000、日本規格協会、2020 | | |
| | Materials | | Remarks | | |
| | N/A | | N/A | | |

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|--|-----------------------------------|----------------------|---|------------------------------------|----------|
| Subject | Advanced Lectures on Food Hygiene | Prof. Morihiro Saito | Compulsory <input checked="" type="checkbox"/> | Selective <input type="checkbox"/> | 1 credit |
| Course goals | | | | | |
| <p>Even nutritious food may cause harm such as disease and poisoning. The purpose of food sanitation is to prevent these harms and maintain healthy life. Food poisoning is one important incident, and it is a main focus of this course. Students will work to understand and explain the characteristics of recent food poisoning events, classification of food poisoning, possible causal food and its relationship with disease agents, the characteristics of disease agents, and prevention of food poisoning. The course is related to the Master's Diploma Policy which is to acquire a high degree of expertise and a broad perspective on nutritional science.</p> | | | | | |
| Course Summary | | | | | |
| <p>Students will learn the basics of substances and microorganisms that cause food poisoning and the overview of food poisoning. The kinds of food poisoning that will be covered in the course are bacterial food poisoning, viral food poisoning, chemical food poisoning, parasitic food poisoning, and horse meat poisoning, a recent new addition.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. The basics of microorganisms (viruses, bacteria, parasites) related to food hygiene 2. Overview/classification and epidemiology of food poisoning 3. Bacterial food poisoning I: Salmonella, staphylococcus aureus, vibrio parahaemolyticus, pathogenic Escherichia coli</p> | | | <p>4. Bacterial food poisoning II: Clostridium botulinum, bacillus cereus, clostridium perfringens. 5. Viral food poisoning and natural poisoning, food poisoning: Norovirus, poisonous mushrooms, pufferfish poisoning, shellfish poisoning, etc. 6. Chemical food poisoning: Allergic food poisoning, harmful elements, pesticides, etc. 7. Parasitic food poisoning: protozoans, nematodes, trematodes, tapeworms</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to write reports assigned in class.</p> | | | | | |
| Grading criteria | Textbooks | | References | | |
| <ul style="list-style-type: none"> In-class performance (50%) Reports (50%) | Handouts will be distributed | | N/A | | |
| | Materials | | Remarks | | |
| | N/A | | N/A | | |

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|---|--|--------------------------|---------------------------------|-------------------------------------|-----------|----------|---|---|
| Subject | Advanced Lectures on Food System Science | Prof. Yasuhiro Nakashima | Compulsory | <input checked="" type="checkbox"/> | Selective | 1 credit | | |
| Course goals | | | | | | | | |
| <p>Food and agriculture today are facing a major turning point. In order to see where the future is headed, students will study the current status and issues of food and agriculture, and the social framework that supports them, through the concept of food systems. The objective of the course is to acquire the thinking methods and specialized knowledge to understand and examine the reality and background of changes in dietary habits, industries related to food, and socially necessary systems, based on a social scientific perspective, especially an economic one.</p> | | | | | | | | |
| Course Summary | | | | | | | | |
| <p>The framework and functions of the food system, which are the basis for thinking throughout the class, will be introduced. The course will then review how food consumption in our country and around the world has changed in the postwar period and describe the characteristics of recent years. Next, the actual conditions of the agriculture, food manufacturing, distribution, and retail industries that support those foods will be explained in terms of industrial structure and industrial organization. Furthermore, the student will discuss the food safety system and the labeling system, which have been the biggest concerns of consumers in recent years, and examine their framework and social issues. Finally, students will learn and think about the dilemma of food and environmental issues facing the world in the pursuit of the SDGs and the role that food systems should play in this dilemma.</p> | | | | | | | | |
| Course Plan | | | | | | | | |
| <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; border-right: 1px dashed black;"> 1) What is the food system? 2) Trends in food consumption in Japan and the world 3) Economic structure of the food system 4) Distribution mechanism and price formation of agricultural products </td> <td style="width: 50%; vertical-align: top;"> 5) Food safety and certification systems 6) Food standards and labeling 7) Food issues and food systems </td> </tr> </table> | | | | | | | 1) What is the food system? 2) Trends in food consumption in Japan and the world 3) Economic structure of the food system 4) Distribution mechanism and price formation of agricultural products | 5) Food safety and certification systems 6) Food standards and labeling 7) Food issues and food systems |
| 1) What is the food system? 2) Trends in food consumption in Japan and the world 3) Economic structure of the food system 4) Distribution mechanism and price formation of agricultural products | 5) Food safety and certification systems 6) Food standards and labeling 7) Food issues and food systems | | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | | |
| <p>Students are required to read not only textbooks but also research papers distributed in class. Students are also required to read references (indicated below) for writing reports.</p> | | | | | | | | |
| Grading criteria | Textbooks | | References | | | | | |
| <ul style="list-style-type: none"> • In-class performance (50%) • Reports (50%) | 時子山ひろみ・荏開津典生・中嶋康博『フードシステムの経済学(第6版)』医歯薬出版、 Students are required to have the 2019 edition of the book. The previous edition should be avoided because the statistical data is out-dated. | | ルース・ドフリース『食糧と人類』日経ビジネス人文庫、2021年 | | | | | |
| | Materials | | Remarks | | | | | |
| | Materials are distributed as needed. | | N/A | | | | | |

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|--|---|---------------------|--|---|----------|
| Subject | Advanced Lectures on Food Preparation Science | Prof. Keiko Shibata | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals | | | | | |
| <p>Students will be able to understand and explain changes in food ingredients and structure that happen in the cooking process, subsequent changes in taste and texture, preference factors of eaters and their evaluation. Furthermore, students are also required to acquire a high degree of expertise and a broad perspective on food science while taking a broad view of nutrition</p> | | | | | |
| Course Summary | | | | | |
| <p>Focusing primarily on heat cooking, which has a significant influence on preference, this course will discuss the relationship between changes in food and palatability. Students will also learn cooking operation, the characteristics of cooking devices, effective ways to use cooking devices, and related applied research. Evaluation methods will be taught through exercises using typical examples.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. 2. Food preference factors and their evaluation: Taste, odour, vision, taste interaction, sensory evaluation 3. 4. Food changes and human acceptability during the cooking process: Cooking conditions, taste, texture, difference test, preference test</p> | | | <p>5. 6. Changes in heat transfer characteristics: Food characteristics, food structure, heat conduction, microwave heating 7. Summary of food taste and preference evaluation: Sensory attributes, time-series evaluation (time intensity/qualitative change over time), factors influencing evaluation</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to read research papers and books introduced in the class. Approximately 30 minutes of self-study are required per 100-minute class.</p> | | | | | |
| Grading criteria | Textbooks | | References | | |
| <ul style="list-style-type: none"> In-class participation (30%) Reports (70%) Comments on reports will be made when returning the report or by providing an explanation in class. | Handouts will be distributed as needed. | | <ul style="list-style-type: none"> NEW 調理と理論 第2版(山崎、島田他著)同文書院 調理科学講座 1 ~ 7 卷(島田、橋本他編著)朝倉書店 新版 総合調理科学事典(日本調理科学会編)光生館 | | |
| | Materials | | Other | | |
| | Handouts will be distributed in class. | | N/A | | |

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|--|---|--|-------------------|---|----------|--|--|--|---|---|---|------------|---|--|
| Subject | Advanced Lectures on Cookery & Dietary Life | Prof. Fumiko Konishi | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit | | | | | | | | | |
| Course goals | | | | | | | | | | | | | | |
| <p>(1) Students will be able to explain the link between the antioxidant capacity of food, food preparation, and Alzheimer's disease.</p> <p>(2) Students will be able to think of measures to live a healthy life both mentally and physically from the comprehensive perspectives of meal contents, dietary environments, household environments, and exercise habits, based on the understanding of actual dietary habits of infants to the elderly. The above studies will provide students with a broad perspective of nutrition and a deeper knowledge and understanding of diet and health. This course is related to the Master's Diploma Policy which is to acquire a high degree of expertise and a broad perspective on nutritional science.</p> | | | | | | | | | | | | | | |
| Course Summary | | | | | | | | | | | | | | |
| <p>(1) Looking at infants to the elderly, the course will explain the linkage between actual dietary habits and physical/mental health, life satisfaction, etc. based on study data, and outline measures to live a healthy life mentally and physically throughout these stages of life.</p> <p>(2) The course will explain the antioxidant capacity of food and how it changes with cooking. It will give guidance on the linkage between the antioxidant property of food and health.</p> | | | | | | | | | | | | | | |
| Course Plan | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>1. Consider the relationship between dietary life and health of a toddler and a young child (Keywords: toddler, young child, dietary life)</td> <td rowspan="4" style="border-left: 1px dashed black;"></td> <td>5. Learn the relationship between food functions and health through recent research knowledge and experience. (Keywords: antioxidant, life habit).</td> </tr> <tr> <td>2. Consider the relationship between dietary life and health of junior high and high school students (Keywords: junior high school students, family relationship)</td> <td>6. Learn the relationship between food functions and health through recent research papers. (Keywords: antioxidant, dietary life)</td> </tr> <tr> <td>3. Consider the relationship between dietary life and health of elderly people. (Keywords: the elderly, life satisfaction, physical strength)</td> <td>7. Summary</td> </tr> <tr> <td>4. Learn the relationship between antioxidant and food preparation. (Keywords: antioxidant, food preparation)</td> <td></td> </tr> </table> | | | | | | 1. Consider the relationship between dietary life and health of a toddler and a young child (Keywords: toddler, young child, dietary life) | | 5. Learn the relationship between food functions and health through recent research knowledge and experience. (Keywords: antioxidant, life habit). | 2. Consider the relationship between dietary life and health of junior high and high school students (Keywords: junior high school students, family relationship) | 6. Learn the relationship between food functions and health through recent research papers. (Keywords: antioxidant, dietary life) | 3. Consider the relationship between dietary life and health of elderly people. (Keywords: the elderly, life satisfaction, physical strength) | 7. Summary | 4. Learn the relationship between antioxidant and food preparation. (Keywords: antioxidant, food preparation) | |
| 1. Consider the relationship between dietary life and health of a toddler and a young child (Keywords: toddler, young child, dietary life) | | 5. Learn the relationship between food functions and health through recent research knowledge and experience. (Keywords: antioxidant, life habit). | | | | | | | | | | | | |
| 2. Consider the relationship between dietary life and health of junior high and high school students (Keywords: junior high school students, family relationship) | | 6. Learn the relationship between food functions and health through recent research papers. (Keywords: antioxidant, dietary life) | | | | | | | | | | | | |
| 3. Consider the relationship between dietary life and health of elderly people. (Keywords: the elderly, life satisfaction, physical strength) | | 7. Summary | | | | | | | | | | | | |
| 4. Learn the relationship between antioxidant and food preparation. (Keywords: antioxidant, food preparation) | | | | | | | | | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | | | | | | | | |
| Students are required to read the research papers assigned in class. | | | | | | | | | | | | | | |
| Grading criteria | Textbooks | | References | | | | | | | | | | | |
| <ul style="list-style-type: none"> Reports (100%) Comments on the content of the reports will be provided. | N/A | | N/A | | | | | | | | | | | |
| | Materials | | Remarks | | | | | | | | | | | |
| | N/A | | N/A | | | | | | | | | | | |

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|---|---|------------------------|---|---|----------|--|---|
| Subject | Advanced Lectures on Nutrition Education for Food Preparation | Prof. Yukie Yanagisawa | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit | | |
| Course goals | | | | | | | |
| <p>Understand the basic premise that nutrients are supplied through meals, the significance of good taste as an oral sensation, and how to respond to the feeding function of the subject in meal planning. Learn how to plan meals that take into consideration the characteristics of each life stage and be able to plan meals according to the subject.</p> | | | | | | | |
| Course Summary | | | | | | | |
| <p>Culinary education focuses on the understanding of meals and cooking techniques for preparing meals. For meal planning, the focus will be on oral functions during the life stages of the subject, explaining the characteristics of each life stage and how to develop meals from the viewpoint of oral functions. In addition, the course will also focus on "cooking skills" as one of the meal preparation skills.</p> | | | | | | | |
| Course Plan | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>1 and 2. Significance of "deliciousness" in meals. 3. Use of food groups and the Dietary Balance Guide in meal planning: 4. Meal planning by life stage (1): Infants and school-age children, acquisition of good taste, development of oral function</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>5. Meal planning by life stage (2): Youth, adulthood, mastication. 6. Meal planning by life stage (3) : Aging, Frail Prevention. 7. Practical teaching through the medium of cooking in culinary education</p> </td> </tr> </table> | | | | | | <p>1 and 2. Significance of "deliciousness" in meals. 3. Use of food groups and the Dietary Balance Guide in meal planning: 4. Meal planning by life stage (1): Infants and school-age children, acquisition of good taste, development of oral function</p> | <p>5. Meal planning by life stage (2): Youth, adulthood, mastication. 6. Meal planning by life stage (3) : Aging, Frail Prevention. 7. Practical teaching through the medium of cooking in culinary education</p> |
| <p>1 and 2. Significance of "deliciousness" in meals. 3. Use of food groups and the Dietary Balance Guide in meal planning: 4. Meal planning by life stage (1): Infants and school-age children, acquisition of good taste, development of oral function</p> | <p>5. Meal planning by life stage (2): Youth, adulthood, mastication. 6. Meal planning by life stage (3) : Aging, Frail Prevention. 7. Practical teaching through the medium of cooking in culinary education</p> | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | |
| <p>Read the papers introduced in class and search for related papers and books to deepen your understanding of their contents, and search for related papers and books to deepen your understanding of the content. In addition, students will explore the relevance to their own research themes.</p> | | | | | | | |
| Grading criteria | Textbooks | | References | | | | |
| <ul style="list-style-type: none"> • In-class performance (50%: Contents of comments made in the class discussion) • Reports (50%) | N/A | | References will be designated in class. | | | | |
| | Materials | | Remarks | | | | |
| | Material will be distributed in class. | | N/A | | | | |

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|---|---|------------------|--|-------------------------------------|-----------|----------|--|---|
| Subject | Advanced Lectures on Development Support Studies | Prof. Mika Oishi | Compulsory | <input checked="" type="checkbox"/> | Selective | 1 credit | | |
| Course goals | | | | | | | | |
| <p>The thematic focus of this course is child development and its support.</p> <ul style="list-style-type: none"> – Students will learn the necessity to support both children themselves and their families and communities in which they grow. – Students will deepen their understanding of problems faced by children in families, schools, and communities. – Students will be able to think about better environments for child growth from a broader perspective. <p>The contents of the course will be in line with the Master's Diploma Policy which is to acquire a high degree of expertise and a broad perspective on developmental support.</p> | | | | | | | | |
| Course Summary | | | | | | | | |
| <p>The environment surrounding children is greatly changing due to changes in people's attitudes toward child rearing, and an increase in nuclear families and dual income families. An increase in bullying and truancy/child abuse has become a social problem, affecting child growth significantly. The course seeks to understand challenges and problems faced by children at each stage of their development, learn the current situation of child support, and explore solutions. It will also shed light on the problematic situation of each environment surrounding children and consider how to create better environments for them from various perspectives.</p> | | | | | | | | |
| Course Plan | | | | | | | | |
| <table border="1"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1. What is developmental support ? (It is the developmental stages and developmental issues of children, various environments surrounding children, and social changes.)</p> <p>2. Children's growth and surrounding environment of children. (function of families, nuclear families, society with fewer children, local communities)</p> <p>3. Problems faced by children (juvenile crime, bullying, truancy, child abuse, child poverty)</p> <p>4. Parent-child relationship and children's independence in adolescence (developmental issues in adolescence, separation from parents and children, social independence)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>5. Social support for child-rearing (development as a parent, situation of child-rearing, social support for child-rearing)</p> <p>6. Balance of work and child-rearing. (balance of work and life, childcare leave system, a place for children to grow up)</p> <p>7. Aiming to build a society that nurtures both children and adults: Group discussion.</p> </td> </tr> </table> | | | | | | | <p>1. What is developmental support ? (It is the developmental stages and developmental issues of children, various environments surrounding children, and social changes.)</p> <p>2. Children's growth and surrounding environment of children. (function of families, nuclear families, society with fewer children, local communities)</p> <p>3. Problems faced by children (juvenile crime, bullying, truancy, child abuse, child poverty)</p> <p>4. Parent-child relationship and children's independence in adolescence (developmental issues in adolescence, separation from parents and children, social independence)</p> | <p>5. Social support for child-rearing (development as a parent, situation of child-rearing, social support for child-rearing)</p> <p>6. Balance of work and child-rearing. (balance of work and life, childcare leave system, a place for children to grow up)</p> <p>7. Aiming to build a society that nurtures both children and adults: Group discussion.</p> |
| <p>1. What is developmental support ? (It is the developmental stages and developmental issues of children, various environments surrounding children, and social changes.)</p> <p>2. Children's growth and surrounding environment of children. (function of families, nuclear families, society with fewer children, local communities)</p> <p>3. Problems faced by children (juvenile crime, bullying, truancy, child abuse, child poverty)</p> <p>4. Parent-child relationship and children's independence in adolescence (developmental issues in adolescence, separation from parents and children, social independence)</p> | <p>5. Social support for child-rearing (development as a parent, situation of child-rearing, social support for child-rearing)</p> <p>6. Balance of work and child-rearing. (balance of work and life, childcare leave system, a place for children to grow up)</p> <p>7. Aiming to build a society that nurtures both children and adults: Group discussion.</p> | | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | | |
| <p>Students are required to read the materials distributed prior to class carefully, and are also asked to research the related topics before coming to class. (Excluding the first and second time that classes are held.)</p> | | | | | | | | |
| Grading criteria | Textbooks | | References | | | | | |
| <ul style="list-style-type: none"> • In-class performance (50%) • Reports (50%) | <p>While textbooks are not used in this course, handouts will be distributed prior to class.</p> | | <p>柏木恵子『子どもが育つ条件』岩波書店、2008</p> <p>日本家政学会家政教育部会編『家族生活の支援－理論と実践－』建帛社、2014 長津美代子・小澤千穂子編著『改訂新しい家族関係学』建帛社、2018</p> <p>日本家政学会編『現代家族を読み解く 12章』丸善出版、2018 社会保障入門編集委員会『社会保障入門 2024』中央法規、2024</p> | | | | | |
| | Materials | | Remarks | | | | | |
| | N/A | | N/A | | | | | |

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|--|---|---|--|---|----------|
| Subject | Advanced Lectures on School Management | Prof. Takahide Kato | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
| Course goals | | | | | |
| <p>The thematic focus of this course is school management and organization and the positioning of nutrition teachers at schools. Students will be able to understand the concept of public education and school management, and express their ideas on school management. They will also deepen their understanding of leadership and roles of principals and organizational collaboration of teachers, and be able to explain the positioning and roles of nutrition teachers in a school as a team. The goal of this course involves the acquisition of knowledge to become a person who is recognized as having acquired the necessary competencies to become a professional with a high level of expertise in his/her major field of study (special license for nutrition teachers).</p> | | | | | |
| Course Summary | | | | | |
| <p>Students will learn the concept of public education and school management and deepen their understanding of the reason why school management reforms are demanded and the independence and autonomy of schools. In doing so, they will understand principals' leadership and teachers' organizations, and then grasp the positioning and roles of nutrition teachers. They will give thought to the roles and significance of nutrition teachers in a school as a team. Finally, discussions will be held on how nutrition teachers should act in future schools, in the context of school management.</p> | | | | | |
| Course Plan | | | | | |
| <p>1. The significance of public education and schools 2. School management reform and school autonomy and independence 3. Principal's leadership 4. School organization and staffing system 5. Relationships with parents and community and outlet of school management</p> | | | <p>6. Food safety and the school's response as an organization (countermeasures against allergies and infectious diseases) 7. The future of the "school as a team" and the role of the nutrition teacher: Summary</p> | | |
| Work to be done outside of class (preparation, etc.) | | | | | |
| <p>Students are required to read related materials, etc., as instructed in class, and to prepare for and review the class. Students are also required to prepare for the class by connecting what they have learned to their own research topics and to be prepared to present in class. Approximately 200 minutes of self-study is required each week.</p> | | | | | |
| Grading criteria | Textbooks | References | | | |
| <ul style="list-style-type: none"> • In-class performance (including comments in class) (20%) • Reports (80%) | <ul style="list-style-type: none"> •加藤崇英編『「チーム学校」まるわかりガイドブック』教育開発研究所、2016年 •加藤崇英・臼井智美編著『教育の制度と学校のマネジメント』時事通信社、2018年 | <ul style="list-style-type: none"> •加藤崇英編『「チーム学校」まるわかりガイドブック』教育開発研究所、2016年 •日本教育経営学会(編集)『現代の教育課題と教育経営』(講座 現代の教育経営2)学文社、2018年 •References will be distributed in class. | | | |
| | Materials | Remarks | | | |
| | N/A | N/A | | | |

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|--|--|---|------------|---|----------|--|--|
| Subject | Advanced Lectures on Shokuiku at School | Prof. Rie Imoto・Prof. Hiromi Ishida | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit | | |
| Course goals | | | | | | | |
| <p>The main theme is to increase the capacity of dietary education at schools and school management to promote effective dietary education. To achieve the Master's Diploma Policy which is to acquire a high degree of expertise and a broad perspective on nutritional science, students are required to deeply increase their knowledge of the teaching field.</p> <ol style="list-style-type: none"> 1. Students can assess the actual situation of children's food. 2. Students can assess the organization and resources used to promote food education in schools. 3. Based on the assessment results, students can formulate a dietary education promotion plan and evaluation method. | | | | | | | |
| Course Summary | | | | | | | |
| <p>The course requires the students review the curriculum of dietary education applied by the respective students as a nutrition/home economics teacher to reveal their challenges. Based on that, the students will conduct school visit, observation, and investigation through interview and consider the way of the dietary education.</p> | | | | | | | |
| Course Plan | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 1. Guidance, review of your own dietary education curriculum, and clarification of challenges 2. Preliminary guidance: Perspectives on observation in schools; What is an interview survey? 3. Observation at school sites (observation of a dietary education class) (off-campus) 4. Survey at a school (interview with teachers) (off-campus) </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 5. Share the results of your observations and research with the class after returning to the university. 6. Develop a plan for promoting dietary education and evaluation methods. 7. Future challenges in dietary education </td> </tr> </table> | | | | | | <ol style="list-style-type: none"> 1. Guidance, review of your own dietary education curriculum, and clarification of challenges 2. Preliminary guidance: Perspectives on observation in schools; What is an interview survey? 3. Observation at school sites (observation of a dietary education class) (off-campus) 4. Survey at a school (interview with teachers) (off-campus) | <ol style="list-style-type: none"> 5. Share the results of your observations and research with the class after returning to the university. 6. Develop a plan for promoting dietary education and evaluation methods. 7. Future challenges in dietary education |
| <ol style="list-style-type: none"> 1. Guidance, review of your own dietary education curriculum, and clarification of challenges 2. Preliminary guidance: Perspectives on observation in schools; What is an interview survey? 3. Observation at school sites (observation of a dietary education class) (off-campus) 4. Survey at a school (interview with teachers) (off-campus) | <ol style="list-style-type: none"> 5. Share the results of your observations and research with the class after returning to the university. 6. Develop a plan for promoting dietary education and evaluation methods. 7. Future challenges in dietary education | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | |
| <p>Read the handouts and literature provided in the classes to clarify the challenges. Plan and summarize observations and investigations at school sites.</p> | | | | | | | |
| Grading criteria | Textbooks | References | | | | | |
| <ul style="list-style-type: none"> • In-class presentations (50%) • Reports (50%) | 朝岡幸彦・野村 卓編著『食育の力—食育・農育・教育』光生館、2010 小中高等学校学習指導要領解説、文部科学省 | ・文部科学省『食に関する指導の手引—第二次改訂版—』平成31年3月 | | | | | |
| | Materials | Other | | | | | |
| | Materials will be distributed as needed. | This course can be taken only by students who wish to obtain a specialized license of nutrition teacher and home economics teacher. | | | | | |

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|---|---|---|------------|---|----------|--|---|
| Subject | Research Methodology in Nutrition I (Research Planning) | Prof. Akiko Fukushima | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit | | |
| Course goals | | | | | | | |
| <p>The goal is to understand experimental design and research methods, a basis for nutritional research. This course relates to acquiring research skills and methodologies for pursuing research in nutritional science as outlined in the Diploma Policy.</p> | | | | | | | |
| Course Summary | | | | | | | |
| <p>Students will learn ways to formulate hypotheses, make research plans, conduct experiments, and draw conclusions in the fields of nutrition science and health science. The course will especially focus on how to collect and analyze biomarkers appropriately. In particular, experimental techniques using molecular biological methods will be explained.</p> | | | | | | | |
| Course Plan | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> 1. Animal testing: laboratory animals, extrapolation, and genetically modified (GM) animals 2. Nuclear acid analysis: PCR, PT-PCR, electrophoresis, quantitative PCR, chromosome banding 3. Cell analysis: cell culture, fluorescent staining 4. Protein analysis: electrophoresis, Western blot method, protein expression </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> 5. Comprehensive analysis: microarray analysis 6. Ethical aspects of nutrition research: Declaration of Helsinki, animal welfare laws, legal compliance, conflict of interest 7. Research presentation: brief report on your research </td> </tr> </table> | | | | | | <ul style="list-style-type: none"> 1. Animal testing: laboratory animals, extrapolation, and genetically modified (GM) animals 2. Nuclear acid analysis: PCR, PT-PCR, electrophoresis, quantitative PCR, chromosome banding 3. Cell analysis: cell culture, fluorescent staining 4. Protein analysis: electrophoresis, Western blot method, protein expression | <ul style="list-style-type: none"> 5. Comprehensive analysis: microarray analysis 6. Ethical aspects of nutrition research: Declaration of Helsinki, animal welfare laws, legal compliance, conflict of interest 7. Research presentation: brief report on your research |
| <ul style="list-style-type: none"> 1. Animal testing: laboratory animals, extrapolation, and genetically modified (GM) animals 2. Nuclear acid analysis: PCR, PT-PCR, electrophoresis, quantitative PCR, chromosome banding 3. Cell analysis: cell culture, fluorescent staining 4. Protein analysis: electrophoresis, Western blot method, protein expression | <ul style="list-style-type: none"> 5. Comprehensive analysis: microarray analysis 6. Ethical aspects of nutrition research: Declaration of Helsinki, animal welfare laws, legal compliance, conflict of interest 7. Research presentation: brief report on your research | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | |
| <p>Review the "Nuclear Acids" section in your undergraduate biochemistry textbook before attending the course. Read research papers specified during class. After class, review and summarize the keywords and the related information and study the relevant sections in the reference book. Students are encouraged to spend 60 minutes or more per class to prepare for and review the contents.</p> | | | | | | | |
| Grading criteria | Textbooks | References | | | | | |
| <p>Grades will be determined comprehensively based on questions and understanding demonstrated at the time of attendance, as well as a close reading and comprehension of the contents of two papers to be submitted as a report: one original work and review in a European language and one original work and review in the Japanese language.</p> | Handouts will be distributed as needed. | <ul style="list-style-type: none"> 1. 田村隆明著、基礎から学ぶ遺伝子工学 第3版 羊土社 2. 牛島俊和、中山敬一編、論文図表を読む作法 羊土社 | | | | | |
| | Materials | Remarks | | | | | |
| | Materials will be distributed in class. | N/A | | | | | |

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|---|--|------------------------|--|-------------------------------------|-----------|----------|---|--|
| Subject | Research Methodology in Nutrition II | Prof. Tetsuji Yokoyama | Compulsory | <input checked="" type="checkbox"/> | Selective | 1 credit | | |
| Course goals | | | | | | | | |
| <p>The main theme is the method of information processing and statistical analysis in nutritional research.</p> <p>Goal 1: Can make analysis plans in consideration of the linkage among research purposes, methods, results and analyses.</p> <p>Goal 2: Can process outliers and theoretical errors appropriately and determine data to be used for analysis.</p> <p>Goal 3: Can conduct summarization, univariate analysis, and multivariate analysis of the characteristics of research targets and summarize the results in charts.</p> <p>Goal 4: Can interpret the results of analyses appropriately and draw suitable conclusions.</p> | | | | | | | | |
| Course Summary | | | | | | | | |
| <p>Students will master the process of quantitative research in the nutritional science and health science fields: appropriately processing information collected based on research protocols, conducting optimal statistical analysis, and summarizing the results.</p> | | | | | | | | |
| Course Plan | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1. Introduction to quantitative research.</p> <p>2. Information processing method.</p> <p>3. Statistical analysis (1) Analysis plan, descriptive statistics, univariate analysis</p> <p>4. Statistical analysis (2) Multivariate analysis, summary in figures and tables</p> <p>5. Research presentation</p> </td> <td style="width: 50%; vertical-align: top;"> <p>6. Statistical analysis methods (3) Improvement of analysis methods based on research presentations</p> <p>7. Statistical analysis methods (4) Interpretation of analysis results and conclusions</p> </td> </tr> </table> | | | | | | | <p>1. Introduction to quantitative research.</p> <p>2. Information processing method.</p> <p>3. Statistical analysis (1) Analysis plan, descriptive statistics, univariate analysis</p> <p>4. Statistical analysis (2) Multivariate analysis, summary in figures and tables</p> <p>5. Research presentation</p> | <p>6. Statistical analysis methods (3) Improvement of analysis methods based on research presentations</p> <p>7. Statistical analysis methods (4) Interpretation of analysis results and conclusions</p> |
| <p>1. Introduction to quantitative research.</p> <p>2. Information processing method.</p> <p>3. Statistical analysis (1) Analysis plan, descriptive statistics, univariate analysis</p> <p>4. Statistical analysis (2) Multivariate analysis, summary in figures and tables</p> <p>5. Research presentation</p> | <p>6. Statistical analysis methods (3) Improvement of analysis methods based on research presentations</p> <p>7. Statistical analysis methods (4) Interpretation of analysis results and conclusions</p> | | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | | |
| <p>Preparation of the research presentation will be conducted by individual students between classes 4 and 5 in the above course plan.</p> | | | | | | | | |
| Grading criteria | Textbooks | | References | | | | | |
| Reports | <p>初めての栄養学研究論文—人には聞けない要点とコツ。日本栄養改善学会監修。第一出版。</p> | | <p>保健活動のための調査・研究ガイド。中村好一。医学書院。医学への統計学【第3版】。丹後俊郎著。朝倉書店。 Survey Research Methods (Applied Social Research Methods Series) (5th) Floyd J. Fowler, Jr. SAGE Publications, Inc.</p> | | | | | |
| | Materials | | Remarks | | | | | |
| | <p>Original teaching materials will be distributed in class.</p> | | <p>It is desirable that you have already collected data based on the research plan. It is desirable to have studied basic statistics.</p> | | | | | |

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|----------------|--|---|------------|---|----------|
| Subject | Research Methodology in Nutrition III (Nutritional Assessment and Dietary Evaluation) | Prof.Hiromi Ishida・ Prof. Kazuhiro Uenishi | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
|----------------|--|---|------------|---|----------|

Course goals

This course seeks to ensure that students will understand the characteristics, advantages and disadvantages of methodologies for measuring the nutritional status used in research and consider what to do to increase the accuracy of data obtained. Students will be able to design and conduct nutritional assessments and dietary evaluation studies, and analyze the obtained data according to the purposes. They will also be able to understand the meaning of data. Acquire skills in nutritional assessment in human subjects research.

Course Summary

Students will measure the weight/height, consumed daily diet, and energy metabolism of other students and check the accuracy of data obtained. They will also conduct statistical data processing to evaluate and diagnose the nutritional status.

Course Plan

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| <ol style="list-style-type: none"> 1. Body measurement (DXA method, impedance method)/Prof. Uenishi 2. Body measurement (circumference, sebum thickness)/Prof. Uenishi 3. Bone mass measurement (ultrasonography)/Prof. Uenishi 4. Clinical examination (blood chemistry)/Prof. Uenishi 5. Physiological examination (blood pressure, lung activity, resting metabolic rate)/Prof. Uenishi 6. Dietary survey (identification of examinee's food, coding, confirmation of agreement in weight estimation)/Prof. Ishida 7. Setting the purpose of the dietary survey, survey planning and preparation/Prof. Ishida 8. Meal recording method (characteristics and points to be noted in implementation)/Prof. Ishida | <ol style="list-style-type: none"> 9. 24-hour recalling method (features and points to note in implementation)/Prof. Ishida 10. Food intake frequency questionnaire (features and points to note in implementation)/Prof. Ishida 11. Utilization of the table of food composition (examination of changes in ingredients due to cooking)/Prof. Ishida 12. Statistical analysis of body measurements/Prof. Uenishi. 13. Statistical analysis of results of dietary survey/Prof. Ishida 14. Discussion of points to be noted regarding the survey and criteria for determining nutritional status based on the results of statistical analysis/Prof. Uenishi, Ishida |
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Work to be done outside of class (preparation, etc.)

Students are required to dedicate at least twice as much time to self-study and practice as they do to class time, in order to write reports on the assignments presented before and after the practicums.

| Grading criteria | Textbooks | References |
|---|---|----------------------------|
| Grades will be determined based on: ・ A summary of the results of measurement and analysis and presentation (50%) ・ A comprehensive report (50%) Submitted reports will be returned with comments. | 日本食品標準成分表 2020 年版(八訂) 文部科学省、日本人の食事摂取基準 2020 年版 厚生労働省 | 食事調査マニュアル(南山堂) 日本栄養改善学会 監修 |
| | Materials | Remarks |
| | Materials will be introduced and distributed as needed. | N/A |

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|---------|---|---------------------|------------|---|----------|
| Subject | Research Methodology in Nutrition IV (Diet and Food Environment) | Prof. Yukari Takemi | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
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Course goals

This course will focus on methods of quantitative surveys and qualitative surveys in nutritional research. As methods of surveys on dietary habits and food environments necessary for nutritional research targeted at populations, students will be able to understand the methodologies of quantitative surveys using questionnaires and qualitative surveys using individual/group interviews to design surveys in accordance with research purposes. Students will also be able to explain the methodology of surveys on food environments.

Course Summary

As quantitative surveys, students will learn the basics of questionnaire surveys aiming to examine dietary action, dietary behavior, and dietary knowledge, and deepen their understanding by actually designing questionnaires. As qualitative surveys, students will learn the methods and case studies of individual interviews and focus group interviews, and experience the analysis of recorded interviews. As food environment surveys, students will learn the utilization of existing materials, observation methods, questionnaire methods, and GIS and get to know the trends of previous studies. Lastly, students will simulate the combination of these surveys in accordance with research purposes, and deepen their understanding of the features of each survey and the mutual relationship among such surveys.

Course Plan

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| <p>1. Necessity of selecting a research method that meets the research purpose and ethical considerations in research</p> <p>2. Quantitative research 1: Basics of questionnaire survey (selection and sampling of subjects, characteristics of various survey methods, etc.)</p> <p>3. Quantitative research 1: Basics of questionnaire survey (methods of selecting and extracting subjects, characteristics of various survey methods, etc.) 3) Quantitative research 2: Development of questionnaire (development of survey framework based on theoretical model and design of questionnaire)</p> <p>4. Quantitative research 2: Questionnaire development (development of a research framework and questionnaire design based on a theoretical model) 4) Quantitative research 3: Considering issues in the design and implementation of questionnaire surveys based on examples from previous studies</p> <p>5. Quantitative Research 3: Thinking about issues in designing and implementing questionnaire surveys from examples of previous studies</p> <p>5) Quantitative Research 4: Creating a survey framework and practicing questionnaire design according to the research question</p> <p>6. Quantitative survey 5: Processing and analysis of obtained data (necessity of thinking about analysis methods before conducting the survey)</p> | <p>7. Qualitative research 1: Types and characteristics of qualitative research, sampling of subjects, and preparation of interview guide Translated with www.DeepL.com/Translator (free version)</p> <p>8. Qualitative Research 2: Learn how to conduct a survey and write a paper based on the examples of previous studies using individual interviews</p> <p>9. Qualitative Research 3: Learn how to conduct a survey and write a paper based on the examples of previous studies using focus group interviews</p> <p>10. Qualitative Research 4: Practice analyzing verbatim transcripts as a method of qualitative research analysis</p> <p>11. Food environment research 1: Basics of food environment research methods (organizing the concept of food environment, its significance in nutrition research, etc.)</p> <p>12. Food environment survey 2: Types and characteristics of food environment survey methods (use of existing data, observation, questionnaire, GIS, etc.)</p> <p>13. Dietary environment survey 3: Recent trends in previous studies on the relationship between dietary environment and health status of food intake</p> <p>Practice of actual use of survey methods (simulation and presentation of the use of multiple surveys in combination according to research objectives, assuming a community, school, workplace, etc.) Translated with www.DeepL.com/Translator (free version)</p> |
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Work to be done outside of class (preparation, etc.)

Read the relevant prior literature and materials as instructed in class, and prepare for and review the class. Students are expected to deepen their understanding of the contents of the course by connecting them to their own research topics and considering how they can be utilized.

| Grading criteria | Textbooks | References |
|--|--|---|
| <ul style="list-style-type: none"> In-class performance (20%) Comprehensive report (80%) | N/A | <ul style="list-style-type: none"> ・中村好一：保健活動のための調査・研究ガイド、2002。医学書院 ・保坂亨、中澤潤、大野木裕明編著：心理学マニュアル 面接法、2000。北大路書房 ・キャサリン・ポープ／ニコラス・メイズ編著、大滝純司監訳：質的研究実践ガイド-保健医療サービス向上のために、2008。医学書院 ・佐藤郁哉：質的データ分析法-原理・方法・実践、2008。新曜社 |
| | Materials | Remarks |
| | Materials will be distributed in class | N/A |

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|--|---|-----------------------|--|---|----------|---|---|
| Subject | Advanced Common Lectures on Nutrition I (Specific Health Check-up and Health Guidance) | Prof. Kazuyo Tsushita | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit | | |
| Course goals | | | | | | | |
| <p>In Japan, various health guidance programs, including specific health guidance, have been put in place to protect people's health. This course aims to help students understand the purpose of each program and the goals of responsible entities and learn the knowledge and skills necessary to provide health guidance with the guidelines in mind..</p> | | | | | | | |
| Course Summary | | | | | | | |
| <p>The fourth phase of specific health guidance based on the concept of metabolic syndrome will begin in the 2024 academic year, and will emphasize outcome evaluation. In addition, the course will provide explanations and case studies, including guidelines (GL), on interpretation of health checkup data and key points of guidance, behavioral change theory, methods of guidance such as nutrition and exercise, and evaluation of health guidance for prevention of severe diabetic nephropathy and health projects for the elderly, to foster the ability to apply these skills.</p> | | | | | | | |
| Course Plan | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> 1. Mechanisms to support health guidance (health checkup system according to life stage, guidelines, etc.) 2. Health guidance for metabolic syndrome GL: Guidelines for Lifestyle Prevention 3. Specific health guidance in Phase 4 (GL: Standard Health Examination and Health Guidance Program) 4. Health guidance for metabolic syndrome 3) Case study, health guidance method to promote behavioral change </td> <td style="width: 50%; vertical-align: top;"> 5. Health guidance in prevention of severe diabetic nephropathy (GL; Program for prevention of severe diabetic nephropathy) 6. Health guidance for elderly diabetics 7. Evaluation of health guidance </td> </tr> </table> | | | | | | 1. Mechanisms to support health guidance (health checkup system according to life stage, guidelines, etc.) 2. Health guidance for metabolic syndrome GL: Guidelines for Lifestyle Prevention 3. Specific health guidance in Phase 4 (GL: Standard Health Examination and Health Guidance Program) 4. Health guidance for metabolic syndrome 3) Case study, health guidance method to promote behavioral change | 5. Health guidance in prevention of severe diabetic nephropathy (GL; Program for prevention of severe diabetic nephropathy) 6. Health guidance for elderly diabetics 7. Evaluation of health guidance |
| 1. Mechanisms to support health guidance (health checkup system according to life stage, guidelines, etc.) 2. Health guidance for metabolic syndrome GL: Guidelines for Lifestyle Prevention 3. Specific health guidance in Phase 4 (GL: Standard Health Examination and Health Guidance Program) 4. Health guidance for metabolic syndrome 3) Case study, health guidance method to promote behavioral change | 5. Health guidance in prevention of severe diabetic nephropathy (GL; Program for prevention of severe diabetic nephropathy) 6. Health guidance for elderly diabetics 7. Evaluation of health guidance | | | | | | |
| Work to be done outside of class (preparation, etc.) | | | | | | | |
| <p>Self-study by reading materials in advance, reviewing case studies, and preparing teaching records.</p> | | | | | | | |
| Grading criteria | Textbooks | | References | | | | |
| <p>Preparation for class (20%), active participation in questions and case studies (30%), post-class report (50%)</p> | N/A | | <p>厚生労働省: 標準的な健診・保健指導プログラム (令和6年度版) 厚生労働省: 糖尿病性腎症重症化予防に関する事業実施の手引き (令和6年3月公表予定) 厚生労働省: 高齢者の特性を踏まえた保健事業ガイドライン (第3版; 令和6年3月公表予定)</p> | | | | |
| | Materials | | Remarks | | | | |
| | Materials will be distributed in class | | N/A | | | | |

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|---------|-------------------------------|---|------------|---|----------|
| Subject | Special Common Course II ~ IV | Prof. Toshihide Nishimura, Chief of the Nutrition Sciences Degree Program | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
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Course goals and Course summary

The National Institute of Public Health and the Graduate School of Kagawa Nutrition University have concluded an agreement on human resource development and research cooperation. This agreement allows our students to participate in short-term training sessions and some classes of long-term training courses that are provided by the National Institute of Public Health. By taking these classes of the National Institute of Public Health, students will aim to develop capabilities necessary to become leaders in society, including a broad range of knowledge and expertise regarding the fields of public health and medical health welfare. Depending on the number of classes you take, you can receive credits of Special Common Courses I to IV.

Course Plan

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| <p>For more information on the training offered by the National Institute of Health Sciences, please visit the following website: https://www.niph.go.jp</p> | <p>Read the related materials assigned in class, and prepare for and review the class.</p> |
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Work to be done outside of class (preparation, etc.)

Read the related materials assigned in class, and prepare for and review the class.

| Grading criteria | Textbooks | References |
|---|---|---|
| <p>Grades will be determined based on a report after after the course at the National Institute of Health Sciences.</p> | <p>Refer to the class outline published by the National Institute of Health Sciences.</p> | <p>Refer to the class outline published by the National Institute of Health Sciences.</p> |
| | Materials | Remarks |
| | <p>Refer to the class outline published by the National Institute of Health Sciences.</p> | <p>The training courses conducted by the National Institute of Health Sciences are originally intended for local government employees. Therefore, graduate students may not necessarily be able to take the training or courses they desire if they do not meet the course requirements or if there is a limit to the number of students who can take the course.</p> |

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|---------|--|---|------------|---|----------|
| Subject | Introduction to Research Methodology (Literature Review, Preparation of Presentation, Ethics in Research) | Prof. Masataka Saito・Prof. Shigeho Tanaka | Compulsory | <input checked="" type="checkbox"/> Selective | 1 credit |
|---------|--|---|------------|---|----------|

Course goals and Course summary

The goal of this course is to master basic knowledge and skills necessary to conduct research in the nutrition and health science fields. Specifically, students will 1) understand ways to search and utilize literature, 2) master basic presentation skills, and 3) understand guidelines regarding research ethics. In addition, this course aims to develop the basic knowledge necessary for acquiring in-depth academic knowledge from a broad perspective of nutritional science as stated in the Diploma Policy.

Course Summary

As basic items necessary to conduct research, students will master the following: 1) how to search domestic and foreign literature on prior research and prepare evidence tables, 2) basic presentation skills used in research seminars and academic meetings (i.e., how to use PowerPoint, speaking techniques), and 3) matters related to research ethics guidelines, application for the ethics review committee, and conflicts of interest.

Course Plan

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| <ul style="list-style-type: none"> 1. Literature search and usage 1: Database search and manual search (Saito) 2. Literature search and usage 2: How to use databases such as PubMed and Medical Journal Web (Saito) 3. Literature search and usage 3: Practice of creating evidence tables (Saito) 4. Presentation skill 1: How to make PowerPoint presentations for research reports (Saito) | <ul style="list-style-type: none"> 5. Presentation skills 2: How to speak and ask questions at research presentations, conferences, etc. (Saito) 6. Research Ethics 1: Ethical Guidelines for Medical Research Involving Human Subjects and Other Ethical Guidelines (Tanaka) 7. Research Ethics 2: Necessity of Application to the Ethics Review Committee and Conflict of Interest (COI) in Research (Tanaka) |
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Work to be done outside of class (preparation, etc.)

Participate in conferences and research meetings, and experience watching and listening to good presentations. As for ethics education, all graduate students are required to attend the CITI Japan Program.

| Grading criteria | Textbooks | References |
|---|--|--|
| A comprehensive report will be required based on study of the three parts (literature search and utilization, presentation, and ethics education). Grades will be determined based on the report (60%) and class participation (40%). | N/A | References will be introduced as needed. |
| | Materials | Remarks |
| | Materials will be distributed in each class. | All master's course students are required to take this course. Doctoral students who have entered from other graduate schools are also encouraged to attend. |

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|---------|-------------------------------------|--|------------|-------------------------------------|-----------|----------|
| Subject | Comprehensive Lectures on Nutrition | Tshihide Nishimura, Chief of the Nutrition Sciences Degree Program | Compulsory | <input checked="" type="checkbox"/> | Selective | 1 credit |
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Course goals and Course summary

The course aims to enable students to know various challenges on nutrition science, broaden their perspectives, and position their interest and research agendas in order to launch a research on nutrition science. Graduate students are expected to find their research themes from among various challenges on nutrition science, explore them, publish the results, and receive professional evaluation. In order to do so, they are firstly required to have sufficient expertise and understand new issues in each field of nutrition science. Each of all full-time professors of the Nutrition Science Degree Programs gives a 90-minute class once during the course and explains challenges on nutrition science, interdisciplinary/diversity of its methodology, and its future prospects based on their own research and activities. Students will be able to understand the whole picture of nutrition science and clarify the positioning of the themes they are going to work on in the respective specialized fields.

Course Plan

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| Part 1. Prof. Shigeho Tanaka; Advanced Lectures on Human Growth and Development Studies | Part 11. Prof. Hisanori Kato; Biochemistry |
| Part 2. Prof. Shouji Shinkai; Nutrition for the Elderly | Part 12. Prof. Akiko Moriya; Food Culture Anthropology |
| Part 3. Prof. Terue Kawabata; Basic Nutrition. | Part 13. Prof. Rie Imoto; Environmental Education |
| Part 4. Prof. Kazuhiro Uenishi; Nutritional Physiology | Part 14. Prof. Teruyuki Usui; Food Analysis |
| Part 5. Prof. Osamu Ishihara; Clinical Nutrition | Part 15. Prof. Masataka Saito; Food Material Development |
| Part 6. Prof. Hiromi Ishida; Nutrition Management | Part 16. Prof. Toshihide Nushimura; Food Functions |
| Part 7. A/Prof. Fumi Hayashi; Nutrition Education | Part 17. Prof. Keiko Shibata; Food Preparation Science |
| Part 8. Prof. Yukari Takemi, Community Nutrition | Part 18. Prof. Fumiko Konishi; Cookery & Dietary Life |
| Part 9. Prof. Nobuko Endo; Health Management at school | Part 19. Prof. Yasuo Kagawa; Aging Biochemistry |
| Part 10. Prof. Akiko Fukushima; Molecular Nutrition | Part 20,21 Summary |

Work to be done outside of class (preparation, etc.)

Review what you have learned in each teacher's class and summarize it briefly. Submit a report at the end of class.

| Grading criteria | Textbooks | References |
|---|-----------|------------|
| Grades will be determined based on a summary report after each class. | | |
| | Materials | Remarks |
| | | N/A |

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|---|--|---|-----------------|---|-----------|--------|--|--|
| Subject | Comprehensive Seminars on Nutrition (A,B,C type seminars) | Prof. Toshihide Nishimura・Prof. Teruyuki Usui | X Compulsory | 2 | Selective | credit | | |
| Course goals and Course summary | | | | | | | | |
| <p>Students aim to deepen and broaden their understanding of nutrition science by discussing topics related to research themes and nutrition science. At the same time, they will improve their expertise and professional capability and develop the capacity to think theoretically. They will also learn knowledge and techniques to write master's theses and reports. They further aim to improve their academic presentation skills and develop the ability to lead and manage seminars.</p> | | | | | | | | |
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| Course Plan | | | | | | | | |
| <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:50%; vertical-align: top;"> <p>The seminar will consist of the following three types. In the first semester, second-year students are in charge, and in the second semester, first-year students are in charge. The first semester is taught by second-year students, and the second semester by first-year students. The chairperson (facilitator) will also be a student, and this will serve as training in the skills of facilitating and coordinating a single session. The class will be held mainly on Wednesdays, but also on other days during 5th and 6th periods.</p> </td> <td style="width:50%; vertical-align: top;"> <p>Type B seminar: A symposium or workshop-style seminar conducted mainly by students in the Advanced Human Resources Development Program (external lecturers are also planned). Students take the initiative in planning (setting themes, selecting external lecturers, etc.), organizing, and evaluating the seminar. Plan to hold one seminar per year (first year students in charge). The schedule will be decided through coordination.</p> <p>C-type seminar: All second-year students give an interim report on their research. All 1st and 2nd year students are expected to participate.</p> </td> </tr> </table> | | | | | | | <p>The seminar will consist of the following three types. In the first semester, second-year students are in charge, and in the second semester, first-year students are in charge. The first semester is taught by second-year students, and the second semester by first-year students. The chairperson (facilitator) will also be a student, and this will serve as training in the skills of facilitating and coordinating a single session. The class will be held mainly on Wednesdays, but also on other days during 5th and 6th periods.</p> | <p>Type B seminar: A symposium or workshop-style seminar conducted mainly by students in the Advanced Human Resources Development Program (external lecturers are also planned). Students take the initiative in planning (setting themes, selecting external lecturers, etc.), organizing, and evaluating the seminar. Plan to hold one seminar per year (first year students in charge). The schedule will be decided through coordination.</p> <p>C-type seminar: All second-year students give an interim report on their research. All 1st and 2nd year students are expected to participate.</p> |
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| Work to be done outside of class (preparation, etc.) | | | | | | | | |
| <p>For your own presentation, prepare the PowerPoint and handouts well. For other students' presentations, read through the materials distributed in advance, understand the content of the presentation, and actively participate in the discussion.</p> | | | | | | | | |
| Grading criteria | Textbooks | | References | | | | | |
| <p>Grades will be determined comprehensively based on the content of their presentations in class and their participation in discussions.</p> | | | | | | | | |
| | Materials | | Remarks | | | | | |
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