

	<b>UČNI NAČRT PREDMETA/COURSE SYLLABUS</b>
<b>Predmet</b>	<b>Prehranska veriga in zdravje</b>
<b>Course title</b>	<b>Food Chain and Health</b>

<b>Študijski program in stopnja</b> <b>Study programme and level</b>	<b>Študijska smer</b> <b>Study field</b>	<b>Letnik</b> <b>Academic year</b>	<b>Semester</b> <b>Semester</b>
Upravljanje z okoljem/ 1. stopnja	Ni smeri študija	3. letnik	5.
Environmental Management/ 1 <sup>st</sup> Cycle	No study field	3 <sup>rd</sup> year	5 <sup>th</sup>

**Vrsta predmeta/Course type**

obvezni/obligatory

**Univerzitetna koda predmeta/University course code**

1\_UO\_3\_UN1

<b>Predavanja</b>	<b>Seminar</b>	<b>Sem. vaje</b>	<b>Lab. vaje</b>	<b>Teren. vaje</b>	<b>Samost. delo</b>	<b>ECTS</b>
<b>Lectures</b>	<b>Seminar</b>	<b>Tutorial</b>	<b>Laboratory work</b>	<b>Field work</b>	<b>Individ. work</b>	
30		30			90	6

**Nosilec predmeta/Lecturer:**

dr. Irena Hren, viš. pred.

**Jeziki/ Predavanja/Lectures:**

slovenski/Slovenian

**Languages:**

**Vaje/Tutorial:**

slovenski/Slovenian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

**Prerequisites:**

- Vpis v tretji letnik študijskega programa.
- Študent mora pred izpitom pripraviti in predstaviti seminarsko nalogo.

- A prerequisite for inclusion is enrolment in the third year of study.
- Students have to successfully prepare and present a seminar paper before the examination.

**Vsebina:**

**Content (Syllabus outline):**

- *Uvod – osnove prehranske verige* (člani prehranske verige, ocenjevanje in vrednotenje trgovskega okolja v trgovini z zdravo hrano in celi prehranski verigi).
- *Trgovine z živili, majhne prodajalne, mobilne trgovine z živili* (spodbujanje trgovin, da prepoznajo prodajna področja za promocijo bolj sveže, zdrave in trajnostne hrane).

- *Introduction – the basics of the food supply chain* (partnerships, assessment and evaluation the healthier food retail environment and whole food supply chain).
- *Grocery stores, small stores, mobile food retail* (encouraging stores to locate in underserved areas and promote fresh, healthier and sustainable foods).
- *Farmers markets* (encouraging farmers markets in underserved areas, food consumption and family food costs).

<ul style="list-style-type: none"> <li>• <i>Agronomija in živinoreja</i> (spodbujanje kmetijstva za prepoznavo prodajnih možnosti, poraba in izdatki za hrano).</li> <li>• <i>Živilska industrija</i> (konkurenca v industriji prehrabnenih verig, nepoštene trgovske prakse).</li> <li>• <i>Transport in distribucija</i> (transportne in distribucijske poti za varen in kakovosten transport, uvoz in izvoz hrane).</li> <li>• <i>Kratke dobavne verige</i>, ki temeljijo na krožnem gospodarstvu in vidiku trajnosti.</li> <li>• <i>Vplivi</i> embalaže in uporabe kemikalij v proizvodnji embalaže <i>na zdravje ljudi</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Food manufacturing industry</i> (competition issues in the food chain industry, unfair trade practices) .</li> <li>• <i>Transportation and distribution</i> (transportation and distribution systems for secure and quality transfer, uvoz in izvoz hrane).</li> <li>• <i>Short supply chains</i> based on circular economy and sustainability aspect.</li> <li>• <i>Human health impacts</i> of chemicals involved in packaging production.</li> </ul>
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### Temeljna literatura in viri/Readings:

#### Temeljna literatura/Basic literature

- Bahram, J., in sod. (2018). Healthier food retail: An action guide for public health practioners. CDC, str. 7 - 130.
- Cioci G., Hernández Oliván P., Pinzauti I. (2016). Fresh, healthy, and sustainable food: Best practice in European healthcare. Health care without harm, str. 68 – 71.
- Azoulay in sod., (2019). Plastic & Health: The hidden costs of a plastic <https://www.ciel.org/plasticandhealth/>, str. 51 - 64.

#### Priporočljiva literatura/Recommended literature

- Santini, F., Gomez y Paloma, S. (2013). *Short food supply chains and local food systems in the EU. A state of play of their socio-economic characteristics*. European Commission, Joint Research Centre, str. 128.
- Kiss, K., Ruzskai, C. in Takács-György, K. (2019). *Examination of short supply chains based on circular economy and sustainability aspects*. *Resources*, 8(4), 161; <https://doi.org/10.3390/resources8040161>.
- Evropska komisija. (2013). *Zelena knjiga o nepoštenih trgovinskih praksah v oskrbni verigi z živili in neživili med podjetji v Evropi*, str. 23.
- Čertanec, B., Lavrič, D. (2019). *Hrana od proizvodnje do porabe*. Statistični urad Republike Slovenije, str. 9.
- Tuttle, W. (2013). *Hrana za mir: Prehrana za duhovno zdravje in družbeno harmonijo*. Avrora, str. 299.

### Cilji in kompetence:

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

- analizo, sintezo in predvidevanje rešitev ter posledic na področju varstva okolja,

### Objectives and competences:

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

- analysis, synthesis and anticipation of solutions and consequences in the field of environmental protection,

<ul style="list-style-type: none"> <li>• poznavanje ciljev in kazalcev trajnostnega razvoja,</li> <li>• uporabo pridobljenega znanja v praksi,</li> <li>• sposobnost razumevanja vseh vidikov presoje vplivov okolja vključno z zdravjem prebivalstva,</li> <li>• poznavanje interakcij med proizvodnjo in porabo hrane, varovanjem zdravja in okolja,</li> <li>• sposobnost raziskovanja tem, kot so razlike v zdravju potrošnikov in njihovi vzroki, toksini v prehranskem sistemu in njihov vpliv na potrošnike, pa tudi politike, ki vplivajo ali bi lahko vplivale na te izide,</li> <li>• poznavanje pomembnih vidikov krožnega gospodarstva in trajnostnega razvoja.</li> </ul>	<ul style="list-style-type: none"> <li>• knowledge of sustainable development goals and indicators,</li> <li>• the use of knowledge gained in practice,</li> <li>• ability to understand all aspects of environmental impact assessments, including population health,</li> <li>• knowledge of interactions between food production and food consumption, health and environment protection,</li> <li>• ability to explore topics such as consumer health disparities and their causes, environmental toxins in the food system and their impact on consumers, as well as policies that have or could impact these outcomes,</li> <li>• knowledge of the important aspects of a circular economy and sustainable development.</li> </ul>
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**Predvideni študijski rezultati:**

***Študent/študentka:***

- opiše člane prehranske verige in razume njene vplive na zdravje ljudi in okolja,
- prepozna pomen ocenjevanja in vrednotenja partnerstva v trgovini z zdravo hrano,
- razvije kritično ozaveščenost o zdravstvenih vprašanjih, povezanih s hrano v Sloveniji in EU,
- kritično presoja o živilski industriji, vprašanjih konkurence v industriji prehranskih verig in njihovem vplivu na zdravje ljudi in okolja,
- razume pomen kratkih verig in lokalne preskrbe s hrano,
- predstavi nevladne organizacije, ki se ukvarjajo z zdravstveno, okoljsko in socialno pravičnostjo v Sloveniji.

**Intended learning outcomes:**

***Students:***

- describe members of the food system and its impacts on the health of humans and the environment,
- recognize the importance of partnership assessment and evaluation in healthier food retail,
- develop critical awareness of food related health issues in Slovenia and EU,
- critically assess about food manufacturing industry, competition issues in the food chain industry and their influence its impacts on the health of humans and the environment,
- understand the importance of short food supply chains and local food systems,
- present community-based organizations addressing health, environmental and social justice in Slovenia,
- develop critical thinking, writing, and public communication skills through group and individual work.

**Metode poučevanja in učenja:**

- *predavanja* z aktivno udeležbo študentov (razlaga, diskusija,

**Learning and teaching methods:**

- *lectures* with active student participation (explanation, discussion, questions, examples, problem solving),

<p>vprašanja, primeri, reševanje problemov),</p> <ul style="list-style-type: none"> <li>• <i>seminarske vaje</i>: priprava, predstavitev in uspešen zagovor seminarske naloge, portfolio (reševanje problemov, študije primera, kritično presojanje, diskusija, refleksija izkušenj, vrednotenje, projektno delo, timsko delo).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>seminar tutorial</i>: preparation, presentation and a successful defence of a seminar paper, portfolio (problem solving, case studies, methods of critical thinking, discussion, reflection of experience, evaluation, project work, team work).</li> </ul>
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Načini ocenjevanja:	Delež (v %) Weight (in %)	Assessment:
<p>Načini:</p> <ul style="list-style-type: none"> <li>• izpit</li> <li>• izdelava, predstavitev in zagovor seminarske naloge</li> </ul> <p>Ocenjevalna lestvica: ECTS.</p>	<p>60 %</p> <p>40 %</p>	<p>Types:</p> <ul style="list-style-type: none"> <li>• exam</li> <li>• preparation, presentation and defence of the seminar paper</li> </ul> <p>Grading scheme: ECTS.</p>