



## Information about the subject

**Degree:** Bachelor of Science Degree in Nursing

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 1210204 **Name:** Nutrition and Dietetics

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 1

**Module:** Common basic training

**Subject Matter:** Nutrition **Type:** Compulsory

**Field of knowledge:** Health sciences

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

1122E	<u>Maria Luisa Alcalá Davalos</u> (Responsible Lecturer)	luisa.alcala@ucv.es
1212A	<u>Maria Luisa Alcalá Davalos</u> (Responsible Lecturer)	luisa.alcala@ucv.es
1212B	<u>Maria Luisa Alcalá Davalos</u> (Responsible Lecturer)	luisa.alcala@ucv.es
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1212E	<u>Cristina Ferrer Alberó</u> (Responsible Lecturer)	cristina.ferrer@ucv.es
1212F	<u>Cristina Ferrer Alberó</u> (Responsible Lecturer)	cristina.ferrer@ucv.es
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# Course guide

Year 2023/2024  
1210204 - Nutrition and Dietetics

1212GIQ Clara Gomis Coloma (English Responsible Lecturer)

[clara.gomis@ucv.es](mailto:clara.gomis@ucv.es)





## Module organization

### Common basic training

Subject Matter	ECTS	Subject	ECTS	Year/semester
Anatomy	6,00	Human and Functional Anatomy	6,00	1/1
Physiology	12,00	Human Physiology	6,00	1/2
		Physiopathology	6,00	2/1
Biochemistry	6,00	Clinical Biochemistry	6,00	1/1
Biostatistic	6,00	Biostatistics and Research Methodology	6,00	1/2
Psychology	6,00	Psychology of Care	6,00	1/1
Pharmacology	6,00	Pharmacology	6,00	2/1
Nutrition	6,00	Nutrition and Dietetics	6,00	2/1
ICT	6,00	ICT	6,00	3/1
English	6,00	English	6,00	1/2
Life support	6,00	Emergency Care and Life Support	6,00	4/1

## Recommended knowledge

None established



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 That students are able to base nursing interventions on scientific evidence and available means.
- R2 That students are able to promote healthy lifestyles, self-care, supporting the maintenance of preventive and therapeutic behaviors.
- R3 That the students know the health information systems.
- R4 That students are able to promote healthy lifestyles, self-care, supporting the maintenance of preventive and therapeutic behaviors.
- R5 Students identify the nutrients and foods in which they are found.
- R6 Students identify the most prevalent nutritional problems and select appropriate dietary recommendations.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students have demonstrated possession and understanding of knowledge in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			X	
CB2	Students are able to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study.			X	
CB3	Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.			X	
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	
CB5	Students have developed those learning skills necessary to undertake further study with a high degree of autonomy.			X	
GENERAL		Weighting			
		1	2	3	4
CG0	Good Public Speaking.	X			
SPECIFIC		Weighting			
		1	2	3	4
6b	To know and evaluate the nutritional needs of normal persons as well as patients throughout their vital cycle to promote and reinforce healthy eating habits.				X



7b	To identify nutrients and food stuffs in which these are present.					X
8b	To identify nutritional problems with the highest prevalence and to select the pertinent dietetic recommendations.					X

## TRANSVERSAL

## Weighting

1 2 3 4

6	To base interventions in nursing on scientific evidence and on the available means.					X
9	To promote healthy life spans, to promote taking care of each person by themselves and support the maintenance of preventive and therapeutic measures.					X
16	To understand the systems of information related to health.					X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R3, R5, R6	60,00%	Theoretical written exams
R2, R4	40,00%	Practical tests and works
	0,00%	Attendance and active participation

### Observations

#### Assessment criteria:

To be able to pass, it will be compulsory to:

- Do a presentation of the group work
- Pass both theory and practical exams
- Be awarded a minimum of 5 over 10 in each part.
- The WRITTEN TEST will represent 60% of the final grade.**
  - The student will have to submit all the practical activities
  - The student will need to obtain a passing mark in the written test to be able to add the rest of the parts
- The final written theory test will be carried out at the end of the semester. It will consist of two parts, short written answers and multiple choice answers
- INDEPENDENT ACTIVITIES will amount up to 15% of the final grade:**
- SUPERVISED GROUP WORK will be 15% of the final grade.**
- PRACTICAL CLASSES: they will represent 10% of the final grade.**
  - Practical class about Nasogastric, Nasoduodenum or Jejunum Intubation
  - Practical class about nutritional assessment.
- Attendance to practical classes will be required for the written test.
- Attendance and Participation:** in-class participation interventions, regular attendance, practical sessions will account for the independent work.
- Incorrect grammar, spelling and syntax will be marked negatively with -0.1.
- In the case that the student does not pass the written exam, the grade awarded in the group work will be kept for the next time the student takes the exam.

#### DEVELOPMENT OF THE SUBJECT IN SECOND AND SUBSEQUENT ENROLLMENTS:

There will be a special group for students who are not enrolling for the first time if they exceed the occupancy limit of the classroom and a teacher is assigned to that group.

The professor in charge of this group will conduct 6 follow-up sessions and tutoring for 2 hours



each. Assessment of skills and abilities will be done through the scheduled practice sessions. In each session the subject will be developed so as to reinforce the work on the skills that each student needs to pass the course.

If the group has less than six students, the assessment will be adjusted to the student's needs. Assessment of contents will be made by a 40% rating based on independent activities proposed in the virtual campus of the UCV and an examination worth 60%, which will be fixed in the official calendar for this subject.

To obtain the final grade, the student must have made at least 50% of the independent activities and obtained in the written test a rating of at least 50% of grade.

## MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M2 Group work sessions supervised by the teacher. Case study, diagnostic analysis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity.
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M5 Activities developed in spaces and with specialized equipment.



- M6 Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.
- M7 Set of oral and/or written tests used in the initial, formative or summative evaluation of the student.
- M8 Student study: Individual preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. To expose or deliver in the theoretical classes, practical classes and/or small group tutorials. Work done on the university platform ([www.plataforma.ucv.es](http://www.plataforma.ucv.es)).
- M9 Group preparation of readings, essays, problem solving, papers, memoirs, etc. To present or deliver in the theoretical classes, practical classes, seminars and/or small group tutorials. Work done on the university platform ([www.plataforma.ucv.es](http://www.plataforma.ucv.es)).



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Face-to-face class M1, M2	R1, R2, R3, R4, R5, R6	30,00	1,20
Practice Classes M5, M6	R5, R6	10,00	0,40
Exhibition of group works M2	R5, R6	5,00	0,20
Tutorial M6	R1, R2, R3, R4, R5, R6	10,00	0,40
Evaluation M7	R1, R2, R3, R4, R5, R6	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M8	R1, R2, R3, R4, R5, R6	45,00	1,80
Group work M9	R1, R2, R3, R4, R5, R6	45,00	1,80
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
SUBJECT PRESENTATION	TEACHING GUIDE SCHEDULE INTRODUCTION
UNIT 1: NUTRITION	1: Food, Nutrition and Health 2: Eating behaviour 3: Nutrients. Macro and micronutrients. 4: Food recommendations: NIC: [1100]Nutrition managemnet/[5246] Nutrition counseling
UNIT 2: BROMATOLOGY	5: Foods 6: Food groups
UNIT 3: NURSING IN NUTRITION AND DIETETICS	7Assessment of the nutritional status. Health information systems 8: Diet in healthy adulthood. Mediterranean diet 9: Diet in childhood and adolescence 10: Diet in the Elderly 11: Diet in pregnancy and while breastfeeding 12: Malnourishment 13: Nutritional support
UNIT 4: DIETETICS AND DIETOTHERAPY	14: Therapeutic diets: NIC: [1120] Nutritional therapy
UNIT 5: FOOD HYGIENE AND TECHNOLOGY	15: Food hygiene. Food poisoning. NIC: [6540] Infection control/[6550] Food Infection Protection



## Temporary organization of learning:

Block of content	Number of sessions	Hours
SUBJECT PRESENTATION	1,00	2,00
UNIT 1: NUTRITION	5,00	10,00
UNIT 2: BROMATOLOGY	5,00	10,00
UNIT 3: NURSING IN NUTRITION AND DIETETICS	10,00	20,00
UNIT 4: DIETETICS AND DIETOTHERAPY	7,00	14,00
UNIT 5: FOOD HYGIENE AND TECHNOLOGY	2,00	4,00



## References

### BASIC BIBLIOGRAFY

- 1.NIX STACI (2022).** Williams. Nutrición básica y dietoterapia, 16.<sup>a</sup> Edición. Elsevier. ISBN 978-0-323-65376-3. Disponible en <https://www.clinicalkey.com/student/nursing/content/book/3-s2.0-B9788413822440000326>
- 2.SALAS-SALVADO, J (2017).** Nutrición y Dietética clínica. 4<sup>o</sup> Edición. Elsevier- Masson. Barcelona
- 3.KONRAD, H., GRIMM, P., NOWITZKI-GRIMM, S. (2021).** Texto y atlas de nutrición. 8<sup>a</sup> Ed. ISBN: 9788491130550 curr. Disponible en <https://www.clinicalkey.com/student/nursing/content/toc/3-s2.0-C20200017524>
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- 6.ROYO BORDONADA, M.A. (2017)** Nutrición en Salud Pública. Manual Docente de la Escuela nacional de Sanidad ISCIII (<http://gesdoc.isciii.es/gesdoccontroller?action=download&id=11/01/2018-5fc6605fd4>)
- 7.MATAIX VERDÚ, J.. (2014).** Nutrición para educadores. 2<sup>a</sup> Edición . Díaz de Santos. Segunda edición. Madrid
- 8.ERDAM, J. W., MACDONAL, I. A., ZEISEL, S. H. (2020)** Nutrición y Dieta en la prevención de enfermedades. 10<sup>a</sup> Edición. McGraw-Hill Interamericana. España

### RECOMMENDED WEBS

- 1.SOCIEDAD ESPAÑOLA DE NUTRICIÓN COMUNITARIA** (<http://www.nutricioncomunitaria.org/es/>)
- 2.Base Española de Datos de Composición de alimentos (BEDCA)** (<https://www.bedca.net/bdpub/index.php>)
- 3.Agencia Española de Consumo, Seguridad alimentaria y Nutrición** ([http://www.aecosan.msssi.gob.es/AECOSAN/web/home/aecosan\\_inicio.htm](http://www.aecosan.msssi.gob.es/AECOSAN/web/home/aecosan_inicio.htm))
- 4.Ministerio de Sanidad y Consumo:** <https://www.mscbs.gob.es/ciudadanos/proteccionSalud/home.htm>
- 5.Fundación Española de la Nutrición** <https://www.fen.org.es/>



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**Degree:** Bachelor of Science Degree in Nursing

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 1210204 **Name:** Nutrition and Dietetics

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 1

**Module:** Common basic training

**Subject Matter:** Nutrition **Type:** Compulsory

**Field of knowledge:** Health sciences

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### Common basic training

Subject Matter	ECTS	Subject	ECTS	Year/semester
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Physiology	12,00	Human Physiology	6,00	1/2
		Physiopathology	6,00	2/1
Biochemistry	6,00	Clinical Biochemistry	6,00	1/1
Biostatistic	6,00	Biostatistics and Research Methodology	6,00	1/2
Psychology	6,00	Psychology of Care	6,00	1/1
Pharmacology	6,00	Pharmacology	6,00	2/1
Nutrition	6,00	Nutrition and Dietetics	6,00	2/1
ICT	6,00	ICT	6,00	3/1
English	6,00	English	6,00	1/2
Life support	6,00	Emergency Care and Life Support	6,00	4/1

## Recommended knowledge

None established



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 That students are able to base nursing interventions on scientific evidence and available means.
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## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students have demonstrated possession and understanding of knowledge in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			X	
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		1	2	3	4
CG0	Good Public Speaking.	X			
SPECIFIC		Weighting			
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6b	To know and evaluate the nutritional needs of normal persons as well as patients throughout their vital cycle to promote and reinforce healthy eating habits.				X



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## Weighting

1 2 3 4

6	To base interventions in nursing on scientific evidence and on the available means.					X
9	To promote healthy life spans, to promote taking care of each person by themselves and support the maintenance of preventive and therapeutic measures.					X
16	To understand the systems of information related to health.					X



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#### Assessment criteria:

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## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Face-to-face class M1, M2	R1, R2, R3, R4, R5, R6	30,00	1,20
Practice Classes M5, M6	R5, R6	10,00	0,40
Exhibition of group works M2	R5, R6	5,00	0,20
Tutorial M6	R1, R2, R3, R4, R5, R6	10,00	0,40
Evaluation M7	R1, R2, R3, R4, R5, R6	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M8	R1, R2, R3, R4, R5, R6	45,00	1,80
Group work M9	R1, R2, R3, R4, R5, R6	45,00	1,80
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
SUBJECT PRESENTATION	TEACHING GUIDE SCHEDULE INTRODUCTION
UNIT 1: NUTRITION	1: Food, Nutrition and Health 2: Eating behaviour 3: Nutrients. Macro and micronutrients. 4: Food recommendations: NIC: [1100]Nutrition managemnet/[5246] Nutrition counseling
UNIT 2: BROMATOLOGY	5: Foods 6: Food groups
UNIT 3: NURSING IN NUTRITION AND DIETETICS	7Assessment of the nutritional status. Health information systems 8: Diet in healthy adulthood. Mediterranean diet 9: Diet in childhood and adolescence 10: Diet in the Elderly 11: Diet in pregnancy and while breastfeeding 12: Malnourishment 13: Nutritional support
UNIT 4: DIETETICS AND DIETOTHERAPY	14: Therapeutic diets: NIC: [1120] Nutritional therapy
UNIT 5: FOOD HYGIENE AND TECHNOLOGY	15: Food hygiene. Food poisoning. NIC: [6540] Infection control/[6550] Food Infection Protection



## Temporary organization of learning:

Block of content	Number of sessions	Hours
SUBJECT PRESENTATION	1,00	2,00
UNIT 1: NUTRITION	5,00	10,00
UNIT 2: BROMATOLOGY	5,00	10,00
UNIT 3: NURSING IN NUTRITION AND DIETETICS	10,00	20,00
UNIT 4: DIETETICS AND DIETOTHERAPY	7,00	14,00
UNIT 5: FOOD HYGIENE AND TECHNOLOGY	2,00	4,00



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- 1.SOCIEDAD ESPAÑOLA DE NUTRICIÓN COMUNITARIA** (<http://www.nutricioncomunitaria.org/es/>)
- 2.Base Española de Datos de Composición de alimentos (BEDCA)** (<https://www.bedca.net/bdpub/index.php>)
- 3.Agencia Española de Consumo, Seguridad alimentaria y Nutrición** ([http://www.aecosan.msssi.gob.es/AECOSAN/web/home/aecosan\\_inicio.htm](http://www.aecosan.msssi.gob.es/AECOSAN/web/home/aecosan_inicio.htm))
- 4.Ministerio de Sanidad y Consumo:** <https://www.mscbs.gob.es/ciudadanos/proteccionSalud/home.htm>
- 5.Fundación Española de la Nutrición** <https://www.fen.org.es/>



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:

#### SEMI-PRESENTIALITY SITUATION

The dates and sessions are kept, the group of students is divided into 2 in the Center itself, doing the same practices, but in 2 different rooms and with two responsible instructors. The evaluation will normally be carried out through the proposed checklist.

#### SITUATION OF NO PRESENTIALITY

The dates and sessions are kept, each subgroup is added to their session through the TEAMS platform. It will work through the visualization of videos, resolution of clinical cases (with active participation), and kahoot-type activities. The evaluation will be carried out by completing the planned checklist, but with the support of the clinical cases worked on and



uploaded as attachments, together with the responses recorded in the online activities and participation in the session to validate the items.

## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:



Universidad  
Católica de  
Valencia  
San Vicente Mártir

# Course guide

Year 2023/2024  
1210204 - Nutrition and Dietetics

