



Information about the subject

Degree: Bachelor of Science Degree in Human Nutrition and Dietetics

Faculty: Faculty of Medicine and Health Sciences

Code: 1310202 **Name:** Dietetics

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

Module: Nutritional, Dietetic and Health Sciences Module

Subject Matter: Dietetics **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

Nutritional, Dietetic and Health Sciences Module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Ethics and professional deontology	6,00	Social Morality. Deontological ethics	6,00	4/1
Dietetics	6,00	Dietetics	6,00	2/2
Fundamentals of Nutrition	18,00	Human Nutrition	6,00	2/1
		Nutrition in the Different Life Stages	6,00	3/1
		Parenteral and Hospital Nutrition	6,00	3/2
Pathology and Therapy	24,00	Dietotherapy	6,00	4/1
		Nutritional Pathology	6,00	3/2
		Pharmacology Applied to Nutrition	6,00	3/1
		Physiopathology	6,00	2/2
Documentation	6,00	Documentation and Research Techniques	6,00	4/1

Recommended knowledge

Not 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 Understands and assimilates the concepts included in the content of the course.
- R2 Demonstrates ability to solve problems related to these contents using different resources.
- R3 Shows ability to work in a laboratory performing correctly the basic operations and observing the corresponding security rules. As well as a correct understanding of the planning, development and purpose of the experience.
- R4 Understands and adequate uses language, as well as correct writing and presentation of data.
- R5 Collaborates with the teacher and colleagues throughout the learning process: Attendance to theoretical, practical or tutoring sessions; teamwork; respect in the treatment; compliance with the rules of organization of the subject for the benefit of all.



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
CB2 Students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.				x
GENERAL	Weighting			
	1	2	3	4
CG10 Elaborate, interpret and manage the tables and databases of food composition.				x
CG15 Students design and carry out protocols for the evaluation of nutritional status, identifying nutritional risk factors.				x
CG16 Students interpret the nutritional diagnosis, evaluate the nutritional aspects of a clinical history and carry out the dietary action plan.				x
CG26 Students elaborate, control and cooperate in the planning of menus and diets adapted to the characteristics of the collective to which they are destined.				x
SPECIFIC	Weighting			
	1	2	3	4
CE14 Students interpret and manage the databases and tables of food composition.				x
CE25 Students apply Food and Nutrition Sciences to dietary practice.				x
CE27 Students evaluate and calculate the nutritional requirements in health and disease situations at any stage of the life cycle.				x



Year 2023/2024

1310202 - Dietetics

CE28 Identify the basis of a healthy diet (sufficient, balanced, varied and adapted). X

CE29 To participate in the design of total diet studies. X

CE31 Students plan, carry out and interpret the evaluation of the nutritional status of subjects and/or groups, both healthy (in all physiological situations) and sick. X

CE33 To identify the dietary and nutritional problems of the patient, as well as the risk factors and inadequate practices. X





Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R5	5,00%	Evaluation of the use of the practical classes in the classroom, of problems or computers, seminars and tutorials. Through attendance, and participation in the different activities proposed.
R1, R4	60,00%	Written evaluation of the knowledge and skills obtained. The test may consist of a series of open-ended or multiple-choice questions on the theoretical content of the subject and/or practical exercises (problem solving).
R2, R5	15,00%	Assessment of practical laboratory work, or laboratory culinary techniques workshop, through which the competencies acquired must be demonstrated and that they are capable of being used to solve the different situations and problems that arise in a laboratory; this assessment may be carried out by one of the following methods, or a combination of several of them: an individual written test, the individual or group performance of a laboratory experience, the submission of an individual or group report on the work carried out in the laboratory
R2, R3	20,00%	Evaluation of individual or group practices or activities, in which information related to each of the subjects must be sought and structured, and cases or problems resolved. This is done through a system of continuous evaluation throughout the course, which involves the delivery and / or exposure of work, whose objectives and content will be proposed by the teacher.

Observations

*A minimum grade of 5,0 is required to be able to average. Attendance at Laboratory practice is mandatory.



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 capacities, skills and knowledge in the classroom. The blackboard, the computer and the cannon will be used to display texts, graphics, etc.
- M2 Resolution of practical exercises and case studies, analysis of evaluation procedures and procedural intervention. All this with the support of the teacher. This aspect can be controlled through attendance and active participation in the practical sessions.
- M3 Resolution of practical exercises and case studies, analysis of evaluation procedures and procedural intervention. All this with the support of the teacher. This aspect can be controlled through attendance and active participation in the practical sessions.
- M4 Monographic sessions throughout the course, oriented towards current aspects and applications of the subject.
- M5 Student study: individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery in electronic format.
- M6 Application and sharing of multidisciplinary knowledge This is the resolution of a problem that in its subsequent professional practice would require the application of skills acquired through the development of the modules and that would produce synergies in the assimilation of transversal and specific skills. Group work competences will be specifically evaluated.
- M7 Personalised attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc. The attendance of the student and his/her level of gradual development in the knowledge of the subjects will be evaluated.



M8 A set of tests, written or oral, used in the evaluation of the student.

M9 Group preparation of readings, essays, problem solving, seminars, papers, reports, etc... for discussion or delivery.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M1	R1, R2, R4, R5	32,00	1,28
Practice lessons M2	R3, R4, R5	10,00	0,40
Laboratory M3	R3, R4, R5	6,00	0,24
Group work presentation M6	R1, R2, R4, R5	6,00	0,24
Seminar M4	R1, R2, R4, R5	2,00	0,08
Office Hours M7	R1, R5	2,00	0,08
Evaluation M8	R1, R2, R4	2,00	0,08
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M5	R1, R2, R3, R4, R5	80,00	3,20
Group work M9	R3, R5	10,00	0,40
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents



BLOCK 1: NUTRITIONAL BASIS AND
HEALTH

Unit 1: Nutrition: evolving science

- Basic concepts: nutrition, feeding, food, nutrients, Dietetics, Dietotherapy
 - Evolution of food throughout history
 - Nutrient function
 - Transgenic foods
 - Probiotics and prebiotics
 - Nutrigenetic and nutrigenomic

Unit 1.1: The Science of Non-Science in Sports

Nutrition

- Why is science so important?
- How to identify the quality of information?
- Science:
- Pseudoscience:

Unit 2: Nutrient functions and metabolism

- Concept of metabolism
- Nutrients as metabolic fuels
- Nutrients as structural components
- Essential, non-essential and semi-essential nutrients
- Specific nutrient functions
- Balance and Nutrient Balance (Calculate Balanced Diet)
- Metabolic exchange of nutrients
- Nutrient flow through metabolic pathways
- Pools of nutrients and metabolites
- Metabolic adaptations to altered nutrient intake

Unit 3: Gastric emptying, digestion and absorption

- Anatomy of the gastrointestinal tract
- Gastrointestinal tract regulation
- Digestion
- Absorption
- Intestinal microbiota
- Regulation of gastric emptying
- Gastrointestinal problems during and after exercise



BLOCK 2: DIETARY GUIDELINES

Unit 4: Dietary guidelines and their nutritional objectives

- Characteristics of the main dietary guides: Mediterranean diet and vegetarianism.
- Advantages and disadvantages of eating foods of plant origin ("plant based diet")
- Characteristics of other dietary guidelines: processed vs. natural ("real food") foods, ketogenic diet, macrobiotic diet, dissociated diet, alkaline diet, antioxidant diet, paleolytic diet.
- Child obesity: concept, epidemiology, etiology and treatment

BLOCK 3: ASSESSMENT OF NUTRITIONAL STATUS

Unit 5: Assessment of nutritional status

- Importance of nutritional status assessment
- Areas of assessment of nutritional status
- Body composition analysis (restricted profile ISAK method)
- Food consumption analysis
- Clinical evaluation methods
- Biochemical evaluation methods
- Anamnesis
- Data collection resources



BLOCK 4: NUTRITION, FOOD AND SPORT

Unit 6: Energy metabolism and complete sources for muscle metabolism in exercise

- Bioenergetics
- Metabolism
- Regulation of metabolic pathways
- Energy sources
- Energy systems
- Metabolism: glycogen, lactate, fat, protein, ketone bodies
- Metabolic interaction of energy systems
- Determining factors in the use of energy substrates
- Energy expenditure

Unit 7: The Periodization of Nutrition

- Nutritional assessment in sportsmen and women
- Anamnesis in athletes
- Importance of the athlete's diet
- Objectives of sports nutrition
- Macronutrients, micronutrients in sport
- Pre-, intra- and post-competition feeding.-Hydration in sport:
 - Basic concepts: hydration, hyperhydration, dehydration, rehydration.
 - Importance of water balance
- Dehydration: symptoms, importance, secondary consequences, prevention and detection
- Guidelines for proper hydration

Unit 7.1: Physiological adaptations of the athlete in different environmental conditions

- Cold environments
- Altitude
- Altitude and cold environments
- Hot environments
- Underwater

BLOCK 5: NUTRITIONAL SUPPLEMENTATION

Unit 8: Ergogenic aids (FEMEDE 2019 Consensus)

- Ergogenic aid: concept, classification, legislation, advantages and disadvantages
- Main ergogenic aids: definition, characteristics, uses, scientific evidence



BLOCK 6: Case study: Periodization of nutrition in endurance sports

Macro-periodization (from months to weeks) nutrition
Meso-periodization (from weeks to days) nutrition
Micro- Periodization (days to within one day) nutrition
Periodization of nutrition - has it happened by chance or is it a novelty?

PRACTICAL LESSON:
ANTHROPOMETRY SESSION

PRACTICAL LESSON: ANTHROPOMETRY SESSION

PRACTICAL SESSION
TASKS/ACTIVITIES

PRACTICAL SESSION TASKS/ACTIVITIES

PRACTICAL SESSION: REVIEW
CONCEPTS FOR EXAM

**PRACTICAL SESSION: REVIEW CONCEPTS FOR
EXAM**



Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK 1: NUTRITIONAL BASIS AND HEALTH	4,00	8,00
BLOCK 2: DIETARY GUIDELINES	4,00	8,00
BLOCK 3: ASSESSMENT OF NUTRITIONAL STATUS	4,00	8,00
BLOCK 4: NUTRITION, FOOD AND SPORT	5,00	10,00
BLOCK 5: NUTRITIONAL SUPPLEMENTATION	3,00	6,00
BLOCK 6: Case study: Periodization of nutrition in endurance sports	4,00	8,00
PRACTICAL LESSON: ANTHROPOMETRY SESSION	2,00	4,00
PRACTICAL SESSION TASKS/ACTIVITIES	3,00	6,00
PRACTICAL SESSION: REVIEW CONCEPTS FOR EXAM	1,00	2,00



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- Gil, Angel (2010). Tratado de Nutrición. Tomo V. Nutrición y enfermedad.
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Complementary bibliography:

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Recommended websites:

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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:



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: