



Information about the course

Degree: Bachelor of Science Degree in Human Nutrition and Dietetics

Faculty: Faculty of Medicine and Health Sciences

Code: 1310103 **Name:** English

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

Module: Basic Sciences Module

Subject Matter: Inglés **Type:** Obligatoria

Branch of knowledge:

Department: Medicine and Health Sciences

Type of learning: Classroom-based learning

Language/-s in which it is given: Spanish

Teachers:

131A Beatriz Rodenas Tolosa (Profesor responsable)

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Module organization

Basic Sciences Module

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|-----------------|------|---------------------------------|------|---------------|
| Biología | 6 | Biology and Genetics | 6 | 1/1 |
| Bioquímica | 6 | Biochemistry | 6 | 1/2 |
| Química | 12 | Basic Fundamentals of Chemistry | 6 | 1/1 |
| | | Organic Chemistry | 6 | 1/2 |
| Fisiología | 12 | Physiology | 6 | 1/2 |
| Estadística | 6 | Biostatistics | 6 | 1/1 |
| Anatomía Humana | 6 | Human Anatomy | 6 | 1/1 |
| Antropología | 12 | Anthropology | 6 | 1/1 |
| Microbiología | 6 | Microbiology and Parasitology | 6 | 1/2 |
| Inglés | 6 | English | 6 | 1/2 |

Recommended knowledge

No set requirements, but grammatical knowledge and oral skills at B1 level are required



Learning outcomes

At the end of the course, the student must demonstrate having acquired the following learning outcomes:

R1 - Hab2 - - Know how to communicate clearly and precisely to all types of audiences (specialized or not), knowledge, methodologies, ideas, problems and solutions in the field of their study.

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Ability to communicate knowledge, methodologies, ideas, problems, and solutions within their field of study clearly and precisely to all types of audiences (specialized or not).
- Being able to identify their own training needs in their field of study and work or professional environment and to organize their own learning with a high degree of autonomy in all types of contexts (structured or unstructured).

R2 - Hab3 - - To be able to identify their own training needs in their field of study and work or professional environment and to organize their own learning with a high degree of autonomy in all types of contexts (structured or unstructured).

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Ability to communicate knowledge, methodologies, ideas, problems, and solutions within their field of study clearly and precisely to all types of audiences (specialized or not).
- Being able to identify their own training needs in their field of study and work or professional environment and to organize their own learning with a high degree of autonomy in all types of contexts (structured or unstructured).



R3 - Compt2 - - To be able to handle complex situations or those that require the development of new solutions in both academic and professional settings within their field of study.

Learning outcomes of the specified title

Type of AR: Competencias

- Being able to handle complex situations or those that require the development of new solutions in both academic and professional settings within their field of study.



Assessment system

In-person modality

| Assessed learning outcomes | Granted percentage | Assessment tool |
|----------------------------|--------------------|--|
| R1, R2 | 35,00% | Assessment of individual or group activities or practical exercises, which require students to research and organize information related to each subject, and solve cases or problems. This is done through a continuous assessment system throughout the course, which involves the submission and/or presentation of assignments, the objectives and content of which will be set by the instructor. |
| R1, R2 | 60,00% | Written assessment of the knowledge and skills acquired. This 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). |
| R1, R2 | 5,00% | Evaluation of the effectiveness of practical classroom classes, problem-solving or computer science sessions, seminars and tutorials. Through attendance and participation in the various activities planned. |

Observations

1. It is mandatory to obtain 50% in the written test in order to pass the course, and only obtaining 50% every part of the evaluation will be added.
2. It is mandatory to obtain 50% in the oral activities in group in order to pass the course. As long as 50% is not obtained, the rest of the marks are not added up.
3. A 5% is obtained for the participation and attendance in the classroom, and this 5 % is lost with 3 unexcused absences.
4. NO GRADE IS KEPT FOR THE FOLLOWING ACADEMIC YEAR
5. This subject does not include the possibility of a single assessment, due to the compulsory performance of practical activities with active student participation.



MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Training activities

The methodologies to be used so that the students reach the expected learning outcomes will be the following:

- M1 Group preparation of readings, essays, problem-solving, seminars, papers, reports, etc... for discussion or submission
- M2 Group preparation of readings, essays, problem-solving, seminars, papers, reports, etc... for discussion or submission
- M3 Personalized attention in small groups. A period of instruction and/or guidance provided by a tutor to review and discuss the materials and topics presented in classes, seminars, readings, assignments, etc. Student attendance and their gradual progress in understanding the subjects will be evaluated.
- M4 Application and sharing of multidisciplinary knowledge. This involves solving a problem that, in subsequent professional practice, would require the application of skills acquired through the modules and that will generate synergies in the assimilation of transversal and specific competencies. Group work skills will be specifically assessed.
- M5 Student study: individual preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. for discussion or submission in electronic format.
- M8 Practical exercises and case studies, analysis of evaluation procedures and procedural intervention. All of this with the support of the professor. This aspect can be monitored through attendance and active participation in the practical sessions.



M9 The teacher will present the content, analyze competencies, and explain and demonstrate skills, abilities, and knowledge in the classroom.
The whiteboard, computer, and projector will be used to display texts, graphics, etc.

IN-CLASS TRAINING ACTIVITIES

| ACTVITY | RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES | METHODOLOGY | HOURS | ECTS |
|---------|---|-------------|-------|------|
|---------|---|-------------|-------|------|



| | | | | |
|------------|--------|---|------|------|
| ASSESSMENT | R1, R2 | Group preparation of readings, essays, problem-solving, seminars, papers, reports, etc... for discussion or submission | 2,00 | 0,08 |
| | | Group preparation of readings, essays, problem-solving, seminars, papers, reports, etc... for discussion or submission | | |
| | | Personalized attention in small groups. A period of instruction and/or guidance provided by a tutor to review and discuss the materials and topics presented in classes, seminars, readings, assignments, etc. Student attendance and their gradual progress in understanding the subjects will be evaluated. | | |
| | | Practical exercises and case studies, analysis of evaluation procedures and procedural intervention. All of this with the support of the professor. | | |



This aspect can be monitored through attendance and active participation in the practical sessions.



| | | | | |
|----------|--------|---|------|------|
| TUTORING | R1, R2 | <p>Group preparation of readings, essays, problem-solving, seminars, papers, reports, etc... for discussion or submission</p> <p>Personalized attention in small groups. A period of instruction and/or guidance provided by a tutor to review and discuss the materials and topics presented in classes, seminars, readings, assignments, etc.</p> <p>Student attendance and their gradual progress in understanding the subjects will be evaluated.</p> <p>Practical exercises and case studies, analysis of evaluation procedures and procedural intervention. All of this with the support of the professor.</p> <p>This aspect can be monitored through attendance and active participation in the practical sessions.</p> | 2,00 | 0,08 |
|----------|--------|---|------|------|



PRACTICAL CLASSES

R1, R2, R3

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

Personalized
attention in small
groups. A period of
instruction and/or
guidance provided
by a tutor to review
and discuss the
materials and topics
presented in
classes, seminars,
readings,
assignments, etc.
Student attendance
and their gradual
progress in
understanding the
subjects will be
evaluated.

Application and
sharing of
multidisciplinary
knowledge. This
involves solving a
problem that, in
subsequent
professional
practice, would
require the
application of skills
acquired through
the modules and
that will generate
synergies in the
assimilation of

30,00 1,20



transversal and specific competencies. Group work skills will be specifically assessed. Practical exercises and case studies, analysis of evaluation procedures and procedural intervention. All of this with the support of the professor. This aspect can be monitored through attendance and active participation in the practical sessions. The teacher will present the content, analyze competencies, and explain and demonstrate skills, abilities, and knowledge in the classroom. The whiteboard, computer, and projector will be used to display texts, graphics, etc.



| | | | | |
|---------------------|------------|--|-------|------|
| THEORETICAL CLASSES | R1, R2, R3 | <p>Group preparation of readings, essays, problem-solving, seminars, papers, reports, etc... for discussion or submission</p> <p>Personalized attention in small groups. A period of instruction and/or guidance provided by a tutor to review and discuss the materials and topics presented in classes, seminars, readings, assignments, etc.</p> <p>Student attendance and their gradual progress in understanding the subjects will be evaluated.</p> <p>Application and sharing of multidisciplinary knowledge. This involves solving a problem that, in subsequent professional practice, would require the application of skills acquired through the modules and that will generate synergies in the assimilation of</p> | 26,00 | 1,04 |
|---------------------|------------|--|-------|------|



transversal and specific competencies. Group work skills will be specifically assessed. Practical exercises and case studies, analysis of evaluation procedures and procedural intervention. All of this with the support of the professor. This aspect can be monitored through attendance and active participation in the practical sessions. The teacher will present the content, analyze competencies, and explain and demonstrate skills, abilities, and knowledge in the classroom. The whiteboard, computer, and projector will be used to display texts, graphics, etc.

TOTAL

60,00

2,40



TRAINING ACTIVITIES OF AUTONOMOUS WORK

| ACTVITY | RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES | METHODOLOGY | HOURS | ECTS |
|---------|---|-------------|-------|------|
| | | | | |



INDEPENDENT GROUP WORK

R1, R2

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

Personalized attention in small groups. A period of instruction and/or guidance provided by a tutor to review and discuss the materials and topics presented in classes, seminars, readings, assignments, etc. Student attendance and their gradual progress in understanding the subjects will be evaluated.

Application and sharing of multidisciplinary knowledge. This involves solving a problem that, in subsequent professional practice, would require the application of skills acquired through the modules and that will generate synergies in the assimilation of

10,00 0,40



transversal and specific competencies. Group work skills will be specifically assessed. Practical exercises and case studies, analysis of evaluation procedures and procedural intervention. All of this with the support of the professor. This aspect can be monitored through attendance and active participation in the practical sessions.



I N D I V I D U A L R1, R2
SELF-EMPLOYMENT

Student study: 80,00 3,20
individual
preparation of
readings, essays,
problem solving,
seminars, papers,
memoirs, etc. for
discussion or
submission in
electronic format.
Practical exercises
and case studies,
analysis of
evaluation
procedures and
procedural
intervention. All of
this with the support
of the professor.
This aspect can be
monitored through
attendance and
active participation
in the practical
sessions.

TOTAL

90,00 3,60



Description of contents

Description of content necessary for the acquisition of learning outcomes.

Theoretical content:

| Block of content | Contents |
|------------------------------|---|
| CONTENT IN RESEARCH PROJECTS | <ol style="list-style-type: none">1. Structure of an academic Project2. Linkers & connectors3. Online Health Sciences Dictionaries4. Topics for research projects in Human Nutrition and Dietetics5. Webpages in Human Nutrition and Dietetics6. Research project written work7. Vancouver references style |



THEORETICAL CONTENT OF THE COURSE

UNIT 1: Being a dietitian and a nutritionist

- Nutrition Education
- Nutrition Counselling

UNIT 2: The digestive system

- The Gastrointestinal System

UNIT 3: Food

3.1. Nutrients and Food groups

- Classification of Foods and Nutrients
- Energy Content of Food

3.2. Dietary guidelines and Food guide pyramids

- History of Dietary Guidelines in Europe
- Mediterranean and American Food Guide Pyramids: Cross-Cultural Comparisons
- Asian, American and Mediterranean Pyramids: Which should be followed?

3.3. Food supplements

- Dietary supplements

3.4. Food and nutrition issues

- Malnutrition in industrialized societies
- Additives
- Iron deficiency: Anemia



UNIT 4: Nutrition for children

- Nourishing school children's minds
- Childhood obesity

UNIT 5: Nutrition for the elderly

- Special foods for the elderly
- Elderly health issues

UNIT 6: Nutrition for sports and fitness

- The importance of nutrition in extreme sports

UNIT 7: New trends in nutrition and health

- Diets around the world
- Vegetarianism
- Organic food

Temporary organization of learning:

| Block of content | Sessions | Hours |
|-----------------------------------|----------|-------|
| CONTENT IN RESEARCH PROJECTS | 24 | 48,00 |
| THEORETICAL CONTENT OF THE COURSE | 6 | 12,00 |



References

MAIN REFERENCES:

- Bender A. E. & Bender D. A. (2009) *Oxford Dictionary of Food and Nutrition*. O.U.P.
- Bolen, Jackie. (2021) *Medical English Dialogues. Medical English Vocabulary for ESL/EFL Learners*.
- Chris, Fab. (2020) *Medical Dialogues & Health Vocabulary. ESL English Dialogues*. Independently published.
- Deroey, Katrien L. B. (2021) *Academic English: Writing a research article. Life Science & Medicine*. Academia Press.
- Mayol, S. & Marks, L. (2010). *Dietitian's Pocket Guide for Nutrition in Spanish*. Arizona: Arizona State University.
- *Booklet Scientific English applied to the Human Nutrition and Dietetics*. Ph.D. Beatriz Ródenas Tolosa. Photocopy Center UCV.

ADDITIONAL REFERENCES:

- Brook-Hart, G. (2008). *Complete First Certificate: Student's Book with answers with CD-ROM*. Cambridge, United Kingdom: Cambridge University Press.
- Deuter, M. (Ed.). (2008). *Oxford collocations dictionary: for students of English*. Oxford University Press.
- Hashemi, L. & Thomas, B. (2008). *Grammar for First Certificate*. Cambridge, Reino Unido: Cambridge University Press.
- Hashemi, L. & Thomas, B. (2006). *Grammar for PET*. Cambridge, Reino Unido: Cambridge University Press.
- Hashemi, L. & Thomas, B. (2011). *Grammar for PET: Self-study grammar reference and practice*. Cambridge, Reino Unido: Cambridge University Press.
- Heyderman, E. & May, P. (2011). *Complete PET for Spanish Speakers: Student's Book*. Cambridge, Reino Unido: Cambridge University Press.
- McCarthy, M. & O'Dell F. (2005). *English Collocations in use: Intermediate*. (13rd Ed.). Cambridge: CUP.
- Murphy, R. (2014). *English Grammar in Use with Answers: A Self-Study Reference and Practice Book for Intermediate Students of English*. Cambridge, Reino Unido: Cambridge University Press.
- Ngo de la Cruz, J. (2003). *English applied to the Science of Nutrition*. Ediciones Universitat de Barcelona. Centre d'Ensenyament Superior de Nutrició i Dietètica (CESNID).
- Redston, C. & Cunningham, G. (2014). *Face2face Intermediate Student's Book with DVD-ROM*. Cambridge, Reino Unido: Cambridge University Press.
- Tims, N. & Redston, C. & Cunningham, G. (2014). *face2face Intermediate Workbook with Key*. Cambridge, Reino Unido: Cambridge University Press.
- Webster Gandy, Joan. (2006). *Oxford Handbook of Nutrition and Dietetics*. Oxford Handbook



Series.

ONLINE BASIC WEBPAGES:

- <http://www.oxfordreference.com/view/10.1093/acref/9780199234875.001.0001/acref-9780199234875>
- The free (Medical) Dictionary: <http://medical-dictionary.thefreedictionary.com/>
- Topics A-Z. Food and Nutrition Information Center. Consumer friendly information .Frequently requested food and nutrition topics: www.nal.usda.gov/fnic/topics_a-z.shtml
- Nutrition Videos. A collection of various nutrition videos:
<http://health.yahoo.com/nutrition-videos/>
- Nutrition Glossary- Nutrition Data.com. This nutrition glossary includes definitions of both common nutritional terms and terms to the Nutrition Data Website:
www.nutritiondata.com/help/glossary