



Information about the subject

Degree: Bachelor of Science Degree in Human Nutrition and Dietetics

Faculty: Faculty of Medicine and Health Sciences

Code: 1310309 **Name:** Public Safety and Food Education

Credits: 6,00 **ECTS Year:** 3 **Semester:** 2

Module: Public Health and Community Nutrition Module

Subject Matter: Public Health **Type:** Compulsory

Field of knowledge: Health Science

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Public Health and Community Nutrition Module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Public Health	12,00	Epidemiology	6,00	3/2
		Public Safety and Food Education	6,00	3/2
Community Nutrition	6,00	Community Nutrition and Mass Catering	6,00	3/2

Recommended knowledge

Prerequisites: 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 course content.
- R2 Shows ability to solve problems related to these contents using different resources.
- R3 Understands and proper uses language, as well as correct writing and presentation of data.
- R4 Collaborates with the teacher and classmates 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
CB3 Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgements that include reflection on relevant social, scientific or ethical issues.				X

GENERAL	Weighting			
	1	2	3	4
CG01 Students recognize the essential elements of the dietitian-nutritionist profession, including ethical principles, legal responsibilities and the exercise of the profession, applying the principle of social justice to professional practice and developing it with respect for individuals, their habits, beliefs and cultures.			X	
CG17 Students know the structure of food services and hospital food and nutrition units, identifying and developing the functions of the Dietitian-Nutritionist within the multidisciplinary team.			X	
CG19 Students know the national and international health organizations, as well as the different health systems, recognizing the role of the Dietitian-Nutritionist.			X	
CG20 Students know and intervene in the design, execution and validation of nutritional epidemiological studies, as well as to participate in the planning, analysis and evaluation of intervention programmes in food and nutrition in different areas.				X
CG21 Students are able to participate in health promotion and prevention activities of disorders and diseases related to nutrition and lifestyles, carrying out food and nutrition education of the population.				X
CG22 Students collaborate in the planning and development of food, nutrition and food security policies based on the needs of the population and the protection of health.			X	



SPECIFIC	Weighting			
	1	2	3	4
CE07 To acquire teamwork skills as a unit in which professionals and other personnel related to the diagnostic evaluation and treatment of dietetics and nutrition are structured in a uni or multidisciplinary and interdisciplinary way.				X
CE08 To know the Spanish health system and the basic aspects related to the management of health services, fundamentally those related to nutritional aspects.				X
CE24 To collaborate in consumer protection within the framework of food safety.			X	
CE49 Participate in the analysis, planning, intervention and evaluation of epidemiological studies and intervention programs in food and nutrition in different areas.				X
CE54 Pre-professional practices, with a final evaluation of competences, in hospitals, primary care and social health centres, community organisations, food and catering industries, which allow the incorporation of professional values and competences specific to the clinical, administrative or public health field related to human nutrition and dietetics.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R3	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, R3	55,00%	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, R3	25,00%	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	15,00%	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 is required in order to average.

In order to take the exam, it is necessary to carry out and expose the group work of the subject.



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.
- 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, R3	38,00	1,52
Practice lessons M2	R1, R2, R3	10,00	0,40
Group work presentation M6	R2, R3	6,00	0,24
Seminar M4	R3	2,00	0,08
Office Hours M7	R1, R3	2,00	0,08
Evaluation M8	R1, R2, R3	2,00	0,08
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M5	R1, R2, R3	50,00	2,00
Group work M9	R2, R3	40,00	1,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Public Health	<ul style="list-style-type: none">- Unit 1. Introduction to public health: Management and administration.- Unit 2. Health Health Systems and main international organizations.- Unit 3. Demography and Public Health.- Unit 4. Evolutionary pattern of infectious disease- Unit 5. Influence of lifestyle on community health.
Nutritional Education and the Spanish educational system	<ul style="list-style-type: none">- Unit 6. Nutrition education and communication: Introduction, concepts and types.- Unit 7. Methodologies and teaching resources in the classroom.- Unit 8. Strategies and educational intervention programs.- Unit 9. New trends and educational proposals.
Nutritional Education in health planning	<ul style="list-style-type: none">- Unit 10. Strategies in nutritional education, prevention and health promotion.- Unit 11. Nutrition policies. Food guides and nutritional education.- Unit 12. New challenges in Public Health: Malnutrition.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Public Health	13,00	26,00
Nutritional Education and the Spanish educational system	9,00	18,00
Nutritional Education in health planning	8,00	16,00

References

BASIC BIBLIOGRAPHY

- Piédrola Gil y cols. Medicina Preventiva y Salud Pública. 12ª Edición. Madrid: Elsevier Masson. 2016
- Serra-Majem L, Aranceta J. Nutrición y Salud Pública. Métodos, bases científicas y aplicaciones. 2ª ed. Barcelona: Elsevier-Masson, 2006.
- Frías, O. A. Salud pública y educación para la salud. 2002. Barcelona: Masson, S. A.
- Cerveza, P., Clapes, J., Rigolfas, R. Alimentación y Dietoterapia (Nutrición aplicada en la salud y la enfermedad). Interamericana McGraw-Hill. 2004. 4ª edición. Madrid
- Salas-Salvado, J. Nutrición y Dietética clínica. 2º Edición. Elsevier- Masson. 2014. Barcelona
- Mataix, J., Carazo, E. Nutrición para educadores. Díaz de Santos. Segunda edición. 2005. Madrid. B

COMPLEMENTARY BIBLIOGRAPHY

- Ministerio de Economía, Industria y Competitividad. Nutrición en Salud Pública. Instituto de Salud Carlos III, 2017.
- Hernández Aguado, I., Gil de Miguel, A., Delgado-Rodríguez, M., Boluvar-Montrull, F. (2005). Manual de epidemiología y salud pública para las licenciaturas y diplomaturas de la salud. Madrid: Medica Panamerica, 2005
- Astiasaran, I. (2003) Alimentos y Nutrición en la práctica sanitaria. Diaz De Santos. Madrid
- Hawis, M. (2010). Bueno para comer: Enigmas de alimentación y cultura. Alianza Editorial, S.A.
- Álvarez Dardet, C., Peiró S. (2000). Informe SESPAS 2000: La salud pública ante los desafíos de un nuevo siglo. Escuela Andaluza de Salud Pública.
- Organización para las naciones unidas para la Alimentación y la Agricultura :
<http://www.fao.org/home/es/>
- Organización Mundial de la Salud: <http://www.who.int/es/>
- Dirección General de Salud Pública: <https://www.sp.san.gva.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:



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
Asistencia y participación	5	Este porcentaje se sumará a los trabajos realizados	Campus UCVnet

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

Comments to the Assessment System: