



Information about the subject

Degree: Bachelor of Science Degree in Human Nutrition and Dietetics

Faculty: Faculty of Medicine and Health Sciences

Code: 1312004 **Name:** Promotion and Programmes of Healthy Lifestyles

Credits: 6,00 **ECTS Year:** 4 **Semester:** 1

Module: Eligibility Module

Subject Matter: Promoción y Programas de Estilos de Vida Saludables **Type:** Elective

Department: Nutrition

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

Eligibility Module

Subject Matter	ECTS	Subject	ECTS	Year/semester
ICT	6,00	ICTs	6,00	4/1
Community Health Care	6,00	Attention in Community Health	6,00	This elective is not offered in the academic year 23/24
Functional Foods and Nutraceuticals	6,00	Functional and Nutraceutical Food	6,00	4/1
Food microbiology	6,00	Food Microbiology	6,00	4/1
Promoción y Programas de Estilos de Vida Saludables	6,00	Promotion and Programmes of Healthy Lifestyles	6,00	4/1

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 Solving problems related to the course content using various resources.
- R2 Understanding and appropriately using language, as well as ensuring correct writing and presentation of data.
- R3 Collaborating with the professor and peers throughout the learning process: attending theoretical sessions, practical or tutoring sessions; teamwork; respectful interaction; adherence to the organization's rules 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	
CB4	Students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	

GENERAL		Weighting			
		1	2	3	4
CG07	Students are able to prepare reports and fill in records related to the professional intervention of the Dietician-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



CE50	Design and carry out nutritional assessments to identify the needs of the population in terms of food and nutrition, as well as to identify the determinants of nutritional health				X
CE52	Collaborate in the planning of food and nutrition policies for the food and nutrition education of the population.			X	
CE53	Students develop the capacity to intervene in promotion, prevention and protection projects with a community and public health approach.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	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, R3	40,00%	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

Observations:

The minimum grade for each evaluation section to be able to average the final grade for the subject will be 4.5 points. The final average to pass the subject will be 5 points. In the event that due to a sanction, one of the parts is suspended, regardless of whether the average of all the remaining parts is approved out of 5, the student will be awarded a grade. maximum of 4.5 points.

Criteria for granting Honor Mention:

According to article 22 of the Regulatory Regulations for the Evaluation and Qualification of UCV Subjects, the mention of "Honors" may be awarded by the professor responsible for the subject to students who have obtained the grade of "Outstanding". The number of "Honors" mentions that can be awarded may not exceed five. percent of the students included in the same official record, unless this is less than 20, in which case a single "Honor Mention" may be granted.

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.
- 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	R3	31,00	1,24
Practice lessons M2	R1	15,00	0,60
Group work presentation M9	R2, R3	6,00	0,24
Office Hours M7	R3	4,00	0,16
Evaluation M8	R1, R2	4,00	0,16
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M5	R2	70,00	2,80
Group work M9	R3	20,00	0,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
I. CONCEPTUAL INTRODUCTION TO LIFESTYLES AND HEALTH. HISTORICAL EVOLUTION OF THE CONCEPT OF LIFESTYLE.	<ul style="list-style-type: none">· Concept of EVS (health behaviors. Risk behaviors)· Historical evolution of the concept of health (classic conceptual contributions: Marx, Veblen, Weber, Adler).· Concept of EV from the 20th century.
II. EXPLANATORY MODELS OF THE HEALTHY LIFESTYLE	<ul style="list-style-type: none">· Theories about socialization (Ecological Development Theory of Bronfenbrenner, Mendoza, Field Theory of Kurt Lewin, Symbolic Interactionism, George Herbert Mead, Bandura's Social Learning Theory)· Sociocognitive models (Theory of reasoned action, self-efficacy theory, health control theory, health belief model, protection motivation theory, health promotion model, problem behavior theory)
III. INTERVENTION STRATEGIES: HEALTH EDUCATION	<p>Experiences in Spanish territory within the field of physical exercise and health:</p> <ul style="list-style-type: none">· The experience of Euskadi: IRUNSASOI COMMUNITY PROGRAM· The experience of Extremadura: EXERCISE TAKES CARE OF YOU· The Balearic experience· The experience of Catalonia (PAFES): Nereo Program, "Escales" Program, "Caminem" Program
IV. HEALTH-RELATED BEHAVIORS. EPIDEMIOLOGICAL DATA, DETERMINANTS AND INTERVENTION	<ul style="list-style-type: none">· Alcohol consumption· Tobacco consumption· Use of other drugs· Risky behavior and road safety· Feeding Habits· Physical activity· Others (road safety, rest habits)



Temporary organization of learning:

Block of content	Number of sessions	Hours
I. CONCEPTUAL INTRODUCTION TO LIFESTYLES AND HEALTH. HISTORICAL EVOLUTION OF THE CONCEPT OF LIFESTYLE.	4,00	8,00
II. EXPLANATORY MODELS OF THE HEALTHY LIFESTYLE	9,00	18,00
III. INTERVENTION STRATEGIES: HEALTH EDUCATION	8,00	16,00
IV. HEALTH-RELATED BEHAVIORS. EPIDEMIOLOGICAL DATA, DETERMINANTS AND INTERVENTION	9,00	18,00

References

MAIN REFERENCES: Balaguer, I. (2002). Estilos de vida en la adolescencia. Valencia: Promolibro. Blasco, T. (1994). Actividad física y salud. Barcelona: Martínez Roca. Pastor, Y., Balaguer, I., & García Merita, M.L. (1999). Estilo de vida y salud. Valencia: Albatros. Rodríguez Marín, J. (1995). Psicología social de la salud. Madrid: Editorial Síntesis

SPECIFIC REFERENCES: Costa, M., & López, E. (1996). Educación para la salud. Una estrategia para cambiar los estilos de vida. Madrid: Ediciones Pirámide. Bandura, A. (1997). Self efficacy: the exercise of control. New York: Freeman. Sheeran, P. & Abraham, C. (1995). The Health Belief Model. En M. Conner y P. Norman (Eds), Predicting health behavior (pp. 23-61). Brckingham: Open University Press. Van den Putte, H. (1993). On the theory of reasoned action. Unpublished doctoral disertation, University of Amsterdam.