1. OVERVIEW

Subject Area	Dietetics
Degree	Bachelor's Degree in Human Nutrition and Dietetics
School/Faculty	School of Biomedical and Health Sciences
Year	3rd year
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On-campus and blended
Semester	Semester 5
Coordinating professor	María Isabel Ramírez Goercke

2. INTRODUCTION

Compulsory subject area delivered online and on-campus in the Bachelor's Degree in Human Nutrition and Dietetics, delivered over one semester in the third year. The subject area of Dietetics is worth 6 ECTS credits. Students must act according to their knowledge of the fundamentals of human nutrition.

Dietetics is the field that links food with nutritional requirements. Its principles centre around the life of people in good health, as well as that of those who are ill.

This subject area is important as we will learn how balance and homeostasis are maintained, as well as how to ensure better health and quality of life for as long as possible. Assess the nutritional needs of both healthy people and people with health problems, promoting and supporting healthy eating patterns.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by the acronym in Spanish):

- CB2: Students can apply their knowledge to their work professionally and possess the necessary skills, usually demonstrated by forming and defending opinions, as well as resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.

- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

General skills (CG, by the acronym in Spanish):

- CG1: Understand the core elements of the work of dietitians and nutritionists, including ethical principles, legal obligations and the exercise of the profession, and apply the principle of social justice to professional practice to demonstrate respect for people, their habits, beliefs and cultures.
- CG16: Interpret a nutritional diagnosis, assess the nutritional aspects of a patient's medical record and implement a diet plan.
- CG26: Create, manage and cooperate in the planning of menus and diets tailored to the characteristics of the target group.
- CB2: Students can apply their knowledge to their work professionally and possess the necessary skills, usually demonstrated by forming and defending opinions, as well as resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT1: Communication: ability to engage in active listening, ask questions and respond in a clear and concise way, as well as to effectively express ideas and concepts. This includes concise and clear written communication.
- CT2: Leadership: ability to offer ideas, approaches and interpretations through strategies which offer solutions to real-life problems.
- CT3: Teamwork: ability to integrate and collaborate actively with other people, areas and/or organisations to reach common goals, evaluate and integrate contributions from the rest of the group members and create a good working environment.
- CT4: Adaptability: ability to detect, interpret and respond to a changing environment. Ability to equip themselves and work effectively in different situations and/or with different groups or individuals. This means adapting to change depending on circumstances or needs. It involves the confidence to take on crucial challenges on a personal or group level, maintaining a good physical and mental health to allow work to be carried out effectively.
- CT7: Decision making: ability to choose between different options or methods to effectively solve different problems or situations.
- CT9: Ability to put knowledge into practice, using the skills acquired in the classroom to mock situations based on real life experiences that occur in the relevant profession.

Specific skills (CE, by the acronym in Spanish):

- CE124: Be familiar with the historical development of dietetics.
- CE125: Know the characteristics of a balanced diet.
- CE126: Know how to carry out dietary intervention. Types of diets and their characteristics.
- CE127: Know about diet myths and mistakes.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: Know how to plan, implement and evaluate diets in healthy and unwell people, including for different age groups, applying knowledge of Food Science and Nutrition.
- RA2: Know how to interpret a patient's dietary history, for both healthy and unwell people, and then how to prepare a personal diet plan.
- RA3: Know the differences in dietary patterns according to alternative forms of nutrition, and be aware of how to plan appropriate diets for each case.
- RA4: Know the possible adverse reactions of food and be able to take action towards their prevention.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB2, CB3, CB4, CB5, CG1, CG10, CG13, CG16, CG26, CT3, CT4, CT7, CT9, CE124, CE125, CE127	RA1: Know how to plan, implement and evaluate diets in healthy and unwell people, including for different age groups, applying knowledge of Food Science and Nutrition.
CB2, CB3, CB4, CB5, CG1, CG10, CG13, CG16, CG26, CT2, CT7, CT9, CE16, CE127	RA2: Know how to interpret a patient's dietary history, for both healthy and unwell people, and then how to prepare a personal diet plan.
CG13, CG26, CT9, CE126, CE128, CE129	RA3: Know the differences in dietary patterns according to alternative forms of nutrition, and be aware of how to plan appropriate diets for each case.
CB4, CT1, CT2, CT9, CE126, CE128	RA4: Know the possible adverse reactions of food and be able to take action towards their prevention.

4. CONTENTS

UNIT 1. INTRODUCTION TO DIETETICS. BALANCED DIET

- TOPIC 1. History of Dietetics, general aspects, concepts and definitions.
- TOPIC 2. Balanced diet. Aspects and features

UNIT 2. MEDITERRANEAN DIET. FUNCTIONS OF NUTRITIONISTS/DIETICIANS

- TOPIC 3. Mediterranean diet. The importance of dietary guidelines, nutrition pyramid.
- TOPIC 4. Functions of nutritionists/dieticians and dietary intervention.

UNIT 3. FOOD SURVEYS

- TOPIC 5. Food surveys (Part 1)
- TOPIC 6. Food surveys (Part 2)

UNIT 4. DIETARY INTERVENTION

- TOPIC 7. Process of nutritional assistance
- TOPIC 8. Design and planning of diets for healthy people (exchange, equivalents)
- TOPIC 9. Computer support

UNIT 5. DIFFERENT TYPES OF DIET EQUIVALENT DIET

- TOPIC 10. Equivalent diets (Part 1)
- TOPIC 11. Equivalent diets (Part 2)

UNIT 6. SPECIAL AND ALTERNATIVE DIETS

- TOPIC 12. Different types of diet
- TOPIC 13. Special and alternative diets

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Lecture
- Collaborative learning
- Case studies
- Problem-based and project-based learning.
- Learning based on workshops/labs

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
Lecture	50
Independent working	42
Case studies	10
Group activities	7
Written reports and strategies	7
Workshops and/or lab work	12
Tutorials	19
Knowledge test	4
TOTAL	150

Blended:

Learning activity	Number of hours
Reading of content	13
Online seminars	13
Independent working	65
Case studies	10
Group activities	7
Written reports and strategies	7
Workshops and/or lab work	12
Online tutorials	19
Knowledge test	4
TOTAL	150

7. ASSESSMENT

The assessment methods, together with their respective weighting towards the final grade for the subject, are as follows:

On campus:

Assessment method	Weighting
Learning portfolio	10%
Submission of reports and essays	10%
Participation in debates	10%
Workshops/lab work	30%

Knowledge test	40%

Blended:

Assessment method	Weighting
Learning portfolio	10%
Submission of reports and essays	10%
Participation in debates	10%
Workshops/lab work	30%
Knowledge test	40%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessment activities, including the deadlines and assessment procedures for each activity.

8. BIBLIOGRAPHY

The reference work for following this subject area is:

- Martínez-sanz, José Miguel, et al. (ed.). Manual práctico para la elaboración de dietas y menús. Publicacions de la Universitat d'Alacant, 2019.
- NAHAN, L. Kathleen, et al. Nutrición y dietoterapia de, Krause. 2001.
- Ojeda, Gabriela Macedo, et al. Manual de prácticas de evaluación del estado nutricional. McGraw-Hill Interamericana, 2015.
- Peralta, C. A. (2016). Elementos fundamentales en el cálculo de dietas. Editorial El Manual Moderno.
- Tabla de composición de alimentos. Olga Moreiras, Ángeles Carbajal, Luisa Cabrera, Carmen Cuadrado. Editorial Pirámide.

A continuación, se indica bibliografía recomendada:

- Mahan L.K, Raymond J.L. Krause Dietoterapia. 14ª Ed. Elsevier.
- Martínez Hernández, Alfredo y Portillo Baquedano, María del Puy Fundamentos de Nutrición y Dietética Editorial Médica Panamericana S.A.; Edición: 1 (2011)
- Vega, Leopoldo, and M. D. Iñarritu. "Fundamentos de nutrición y dietética." México DF: Pearson Educación de México (2010).
- Gil A. (2017) Tratado de Nutrición: nutrición humana en el estado de salud. España: editorial médica Panamericana.