

1. OVERVIEW

Subject Area	Food Education
Degree	Bachelor's Degree in Human Nutrition and Dietetics
School/Faculty	Biomedical and Health Sciences
Year	3º
ECTS	3
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On-campus and blended
Semester	6th semester
Coordinating professor	Dr Helena Marcos Pasero

2. INTRODUCTION

The subject area of Food Education forms part of the overall subject 'Public Health' in the third year of the Bachelor's Degree in Human Nutrition and Dietetics, providing a basis for carrying out educational work in the area of nutrition. The educational aspect plays a decisive role in the forming of new habits and in the modification of behavioural patterns, the work of the dietitian/nutritionist is linked to the intention of motivating and encouraging individuals and groups to achieve a diet that allows them to prevent, alleviate or put an end to their health problems and injustices related to nutrition and food. In this subject area, students will study the tools required to understand, apply and design strategies, guides and ideal food education plans.

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.

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

- CG20: Learn about and contribute towards the design, performance and validation of nutritional/epidemiological studies, as well as the planning, analysis and evaluation of food/nutrition intervention programmes in different settings.
- CG21: Be able to take part in activities that promote health and aim to prevent disorders and diseases related to nutrition and lifestyle, specifically by educating the population about food and nutrition.

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

- CT6: Problem solving. Ability to resolve an unclear or complex issue or situation which has no established solution and requires skill to reach a conclusion.
- CT7: Decision making. Ability to choose between different options or methods to effectively solve varied situations or problems.
- CT8: Planning and organisation. Ability to set objectives and choose the right means to fulfil them through the efficient use of time and resources.
- 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):

- CE36: Be familiar with the concepts of food education.
- CE37: Know the key elements of creating programmes and initiatives in nutrition and food education.
- CE38: Know the areas of nutrition education.
- CE39: Design and implement diet/nutrition education and training programmes.
- CE40: Contribute towards the planning of food and nutrition policies aimed at food and nutrition education for the population.

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

- RA1: Demonstrate the ability to use different educational methods that are applied in health sciences, as well as communication techniques used in food and human nutrition.
- RA2: Know how to evaluate activities carried out in relation to health education and communication.

- RA3: Know how to design and implement diet/nutrition education and training programmes.

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

Skills	Learning outcomes
CB2, CB3, CG20, CG21, CT6, CT7, CT8, CE36, CE37, CE39	RA1: Demonstrate the ability to use different educational methods that are applied in health sciences, as well as communication techniques used in food and human nutrition.
CB2, CB3, CB4, CG20, CG21, CT7, CT9, CE37, CE38, CE40	RA2: Know how to evaluate activities carried out in relation to health education and communication.
CB2, CB3, CB4, CG20, CG21, CT7, CT8, CT9, CE36, CE37, CE38, CE39, CE40	RA3: Know how to design and implement diet/nutrition education and training programmes.

4. CONTENTS

1. Learning Unit 1 (UA1): Introduction to Food Education

TOPIC 1. Objectives and functions of nutrition education.

TOPIC 2. Healthy habits, nutritional needs and eating behaviour.

2. Learning Unit 2 (UA2): Nutrition Education Programmes

TOPIC 3. Types of food education strategies and programmes.

TOPIC 4. Phases of food education programmes.

3. Learning Unit 3 (UA3): Areas of Nutrition Education.

TOPIC 5. Areas of Nutrition Education.

TOPIC 6. Developments and perspectives in nutrition education.

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Lecture
- Problem-solving
- Collaborative learning
- Project-based learning
- Simulated environments

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.

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	18
Independent working	25
Problem-solving	10
Spoken presentations by students	4
Written reports and essays	5
Design of strategies, procedures and intervention plans	4
Critical analysis of texts	4
Tutorials	3
Knowledge test	2
TOTAL	75

Blended learning

Learning activity	Number of hours
Reading of content	9
Online seminars	9
Independent working	24
Problem-solving	10
Spoken presentations by students	4
Written reports and essays	5
Design of strategies, procedures and intervention plans	4
Critical analysis of texts	4
Online tutorials	3
Knowledge test	3
TOTAL	75

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
Knowledge test	45%
Submission of reports/problems	20%
Performance observation	10%
Spoken presentation	15%
Participation in debates	10%

Blended:

Assessment method	Weighting
Knowledge test	45%
Submission of reports/problems	20%
Performance observation	10%
Spoken presentation	15%
Participation in debates	10%

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8. BIBLIOGRAPHY

The reference work for following this subject area is:

- Coral S, Gómez C, López C, López B. (2015). Manual de alimentación: planificación alimentaria. Madrid: librería UNED.
- Gil A. (2017) Tratado de Nutrición: nutrición humana en el estado de salud. España: editorial médica Panamericana.

- Gil A (2017). Tratado de Nutrición: bases fisiológica y bioquímicas de la nutrición. España: editorial médica Panamericana.

The recommended bibliography is indicated below:

- Nutriguía. Manual de Nutrición Clínica. Ana M. Requejo y Rosa M. Ortega. Editorial Complutense
- Tabla de composición de alimentos. Olga Moreiras, Ángeles Carbajal, Luisa Cabrera, Carmen Cuadrado. Editorial Pirámide.
- Nutrición En Las Diferentes Etapas De La Vida. Judith Brown. MCGRAW-HILL.