

## 1. OVERVIEW

|                               |                                |
|-------------------------------|--------------------------------|
| <b>Subject Area</b>           | Community Nutrition            |
| <b>Degree</b>                 | Human Nutrition and Dietetics  |
| <b>School/Faculty</b>         | Biomedical and Health Sciences |
| <b>Year</b>                   | 3º                             |
| <b>ECTS</b>                   | 6 ECTS                         |
| <b>Type</b>                   | Compulsory                     |
| <b>Language(s)</b>            | Spanish                        |
| <b>Delivery Mode</b>          | On-campus/blended              |
| <b>Semester</b>               | 5º                             |
| <b>Coordinating professor</b> | Dr María García Rodríguez      |

## 2. INTRODUCTION

Part of the field of public health, the main objective of Community Nutrition is to consider the community as a determinant of its own health and recognise its responsibility in this regard. Consequently, community involvement is considered an essential factor for the success and sustainability of food policies and programmes aimed at addressing the population's health problems by improving its nutritional status.

Studying this subject area will give students the ability to:

- Identify and assess nutrition problems within a community.
- Understand techniques for assessing the nutritional status of a population.
- Plan food policy.
- Design dietary interventions for a community.
- Assess nutrition intervention programmes.

## 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.

- 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)**

- CG19: Be familiar with national and international health organisations and different health systems, identifying the role of the dietitian/nutritionist.
- 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)**

- 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.
- 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.
- CT5: Initiative: ability to undertake difficult or risky actions with resolve.
- CT6: Problem solving: ability to solve an unclear or complex issue or situation which has no established solution and requires skill to reach a conclusion.

#### **Specific skills (CE, by the acronym in Spanish)**

- CE144: Know about and plan food/nutrition policies.
- CE147: Know how to identify and assess nutritional problems in a community and know the techniques for assessing nutritional status in different population groups.
- CE149: Design, organise, implement and evaluate nutritional intervention programmes through different strategies aimed at the workplace environment, school environment, groups at risk or for the general population.

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

- RA1: Contribute towards the planning of food and nutrition policies aimed at food and nutrition education for the population.
- RA2: Know how to design and implement diet/nutrition education and training programmes.
- RA3: Know how to identify and assess nutrition problems within a community.
- RA4: Understand techniques for assessing the nutritional status of a population.
- RA5: Learn how to design food policies, health promotion programmes and nutrition education plans.
- RA6: Design, organise, implement and evaluate nutritional intervention programmes through different strategies aimed at the workplace environment, school environment, groups at risk or for the general population.

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

| Skills  | Learning outcomes  |
|---|--|
| CB2, CB4, CB5, CG19, CG21, CT5, CE144, CE149          | RA1: Contribute towards the planning of food and nutrition policies aimed at food and nutrition education for the population.  |
| CB2, CB4, CB5, CG21, CT1, CT3, CT5, CT6, CE147, CE149 | RA2: Know how to design and implement diet/nutrition education and training programmes.  |
| CB4, CT1, CT5, CT6, CE147                             | RA3: Know how to identify and assess nutrition problems within a community.  |
| CB5, CG21, CT3, CT5, CT6, CE147                       | RA4: Understand techniques for assessing the nutritional status of a population.   |
| CB2, CB4, CB5, CG21, CT1, CT3, CT5, CT6, CE147, CE149 | RA5: Learn how to design food policies, health promotion programmes and nutrition education plans.   |
| CB4, CT1, CT5, CT6, CE147                             | RA6: Design, organise, implement and evaluate nutritional intervention programmes through different strategies aimed at the workplace environment, school environment, groups at risk or for the general population. |

## 4. CONTENTS

### Unit 1. Introduction to Community Nutrition

- **Topic 1.** Health, illness and their determinants. Community health.
- **Topic 2.** Community nutrition. Definition and concepts.

### Unit 2. Methodology of Community Nutrition

- **Topic 3.** Intervention strategies for community nutrition.
- **Tema4:** Nutritional status assessment in different population groups.
- **Topic 5.** Food surveys on community nutrition.

### Unit 3. Design and Planning of Community Nutrition Programmes

- **Topic 6.** Design and planning (1): Identify the problem. Define the population. Set objectives.
- **Topic 7.** Design and planning (2): Carrying out and assessing the intervention.

### Unit 4. Practical Applications in Community Nutrition (1)

- **Topic 8.** Personal growth in childhood and adolescence.
- **Topic 9.** Intervention for adults and the elderly.

### Unit 5. Practical Applications in Community Nutrition (2)

- **Topic 10.** Interventions in special situations.
- **Topic 11.** Community nutrition in development cooperation.

### Unit 4. Advances in Community Nutrition

- **Topic 12.** Food policies.
- **Topic 13.** Challenges of community nutrition and the future

## 5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

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

## 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 |
|---|-----------------|
| Written reports and essays                              | 10 h            |
| Design of strategies, procedures and intervention plans | 8 h             |
| Lecture   | 36 h            |
| Independent working                                     | 50 h            |
| Tutorials   | 4.6 h           |
| Problem-solving   | 20 h            |
| Critical analysis of texts                              | 8 h             |
| Spoken presentations by students                        | 8 h             |
| Knowledge test  | 5.3 h           |
| <b>TOTAL</b>  | <b>150 h</b>    |

### Blended learning

| Learning activity                                       | Number of hours |
|---|-----------------|
| Reading of content                                      | 18              |
| Online seminars   | 18              |
| Independent working                                     | 50              |
| Problem-solving   | 20              |
| Spoken presentations by students                        | 8               |
| Written reports and essays                              | 10              |
| Design of strategies, procedures and intervention plans | 8               |

|                            |            |
|----------------------------|------------|
| Critical analysis of texts | 8          |
| Online tutorials           | 5          |
| Knowledge test             | 5          |
| <b>TOTAL</b>               | <b>150</b> |

## 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 |
|--------------------------------|-----------|
| Submission of reports/problems | 20        |
| Participation in debates       | 10        |
| Performance observation        | 10        |
| Spoken presentation            | 10        |
| Knowledge test                 | 50        |

### Blended:

| Assessment method              | Weighting |
|--------------------------------|-----------|
| Submission of reports/problems | 20        |
| Participation in debates       | 10        |
| Performance observation        | 10        |
| Spoken presentation            | 10        |
| Knowledge test                 | 50        |

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:

- Aranceta J. Nutrición comunitaria. 3ª Ed. Elsevier Masson. Barcelona, 2013.
- Willet W. Nutritional Epidemiology. 3rd Ed. Oxford. USA, 2013.
- Nweze Nnakwe. Community Nutrition. Jones & Bartlett Learning. USA, 2017