1. OVERVIEW

Subject Area	Final Degree Project
Degree	Human Nutrition and Dietetics
School/Faculty	Biomedical and Health Sciences
Year	Fourth
ECTS	6
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus and blended
Semester	S8
Coordinating professor	Dr Esmeralda Parra-Peralbo

2. INTRODUCTION

The final degree project is geared towards the professional world of science, and must be completed and presented by students of the Bachelor's Degree in Human Nutrition and Dietetics.

The purpose of this project is for students to combine what they have learned and demonstrate that they have attained the skills required for professional practice.

Students must apply tools and methods of data search and analysis in order to build on and update their knowledge in the field of care.

The project must be individual, original and unpublished, and must not have previously featured in another subject area, research event or publication.

3. SKILLS AND LEARNING OUTCOMES

Key Skills (CB, by the acronym in Spanish)

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- 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)

- CG6: Be familiar with, critically assess and know how to use sources of information related to nutrition, food, lifestyles and health matters.
- CG27: Take action in terms of food quality and safety, with regard to products, facilities and processes.

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.
- 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.
- CT7: Decision making: ability to choose between different options or methods to effectively solve different problems or situations.
- CT8: Planning and organization: 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.
- CT10: Independent learning: the ability to govern your own development by choosing the most effective lines of action, strategies, tools and opportunities to independently learn and apply knowledge to practice.

Specific skills (CE, by the acronym in Spanish)

- CE162: Know how to use biomedical and nutrition technology together with information sources to obtain, organise, interpret and communicate scientific health information.

- CE163: Summarise and interpret relevant data and give opinions that involve reflection on social, scientific or ethical issues related to human nutrition.
- CE164: Convey information, ideas, problems, solutions and results to examiners and the public in general.

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

- RA1: Carry out a nutrition-related information search, including the selection and retrieval of information.
- RA2: Critically interpret a range of information and data sources.
- RA3: Organise information in a structured way through reports.
- RA4: Show creativity and initiative by combining knowledge and skills acquired.
- RA5: Defend opinions and arguments geared towards complying with quality standards in the profession.
- RA6: Propose methods/actions to turn theoretical knowledge into practical knowledge in order to give nutritional support to individuals, families, groups and/or communities, both in a state of good health and in a situation of illness/disease.

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

Skills	Learning outcomes
CB3, CG6, CT6, CT7, CT10, CE162	**RA1:** Carry out a nutrition-related information search, including the selection and retrieval of information.
CB3, CG6, CT6, CT7, CT10, CE162, CE163	**RA2:** Critically interpret a range of information and data sources.
CB2, CB3, CB5, CG6, CT8, CT10, CE162, CE163	**RA3:** Organise information in a structured way through reports.
CB2, CB5, CT2, CT5, CT8, CT9, CT10, CE164	**RA4:** Show creativity and initiative by combining knowledge and skills acquired.
CB2, CB4, CB5, CG27, CT1, CT6, CT9, CT10, CE163, CE164	**RA5:** Defend opinions and arguments geared towards complying with quality standards in the profession.
CB2, CB4, CB5, CG27, CT1, CT2, CT3, CT4, CT6, CT7, CT9, CT10, CE164	**RA6:** Propose methods/actions to turn theoretical knowledge into practical knowledge in order to give nutritional support to individuals, families, groups and/or communities, both in a state of good health and in a situation of illness/disease.

4. CONTENTS

Universidad Europea's criteria for the final degree project are set out in the specific Final Degree Project Regulations:

http://www.uem.es/myfiles/pageposts/normativa-uem/normativa_proyectos_fin_grado.pdf?_ga=1.93858589.1800416957.1395919699

It is an individual project designed to assess the extent to which students have acquired the key, general and specific skills associated with the Master's Degree in Human Nutrition and Dietetics.

Students will only be able to pass the final degree project once they have passed the other credits within the Degree in Human Nutrition and Dietetics.
The final degree project will be individually supervised by a professor who will guide you towards preparing a written paper.

The possible formats for the final degree project are:
Literature review (format 1, M1). The main objective of this format is to carry out documentary research, i.e. gather information that already exists on a topic or problem related to an area of activity of dieticians/nutritionists.

Research design (format 2, M2). The main objective of this format is to come up with a research design, i.e. gather information that already exists on a topic or problem related to an area of activity of dieticians/nutritionists.

To ensure students prepare their project correctly, there are training sessions for the final degree project in the form of classes/seminars and an online course. It is recommended to complete all of them and they will be assessed.

Assessed training sessions

- Seminar 1. Welcome to the final degree project. Formulating a research question.
- Seminar 2. How to carry out a proper literature search.
- Seminar 3. How to cite articles and publications in health sciences: APA and Vancouver styles.
- Seminar 4. How to use a bibliography reference manager (use of the program Mendeley) *[Requires prior installation and setup of the program].*
- Seminar 5: Online course. How to handle online spoken defences.

A work plan will be followed in order to carry out an exhaustive literature review including different sections.

Project plan

- Section 1. Introduction and objectives of the final project
- Section 2. Justification for the choice of topic
- Section 3. Literature search/current state of affairs
- Section 4. Theoretical framework/results of the literature search and discussion (M1)/Research design (M2)
- Section 5. Suggestion for improvements for further research in nutrition (coherent reflection)
- Section 6. Conclusions

Finally, the project will end with the spoken defence. In order for students to be able to defend their projects, the student's tutor must first give their approval.

Spoken defence of the final degree project

- Preparation of the final project presentation: from .doc format to .ppt format.

- Spoken defence before an examining board

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Lecture
- Problem-based learning
- Project-based learning

6. LEARNING ACTIVITIES

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

On-campus and blended learning

Learning activity	Number of hours
Literature review	20
Public defence of work	2
Independent working	100
Tutorials	18
Reading of content (blended learning)	10
TOTAL	**150 h**

7. ASSESSMENT

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

On-campus and blended learning:

Assessment method	Weighting
Performance observation	20%
Research project	50%
Public spoken defence of work	30%

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 recommended bibliography for the literature search is:

- Berenguera Ossó A, Fernández de Sanmamed Santos MJ, Pons vigués M , Pujll Ribera d, Saura Sanjaume S. Escuchar, observar y comprender. Recuperando la narrativa en las ciencias de la salud. IDIAP 2014. https://saludcomunitaria.files.wordpress.com/2014/12/escucharobservarcomprender.pdf
- Instituto Ciencias de la Salud. Guía para hacer búsquedas bibliográficas. 2012 http://ics.jccm.es/uploads/media/Guia_para_hacer_busquedas_bibliograficas.pdf
- González de Dios J, González Muñoz M, Alonso-Arroyo A, Aleixandre-Benavent R. Fundamentos para la realización de la revisión bibliográfica en investigación sociosanitaria.

  Enfermería cardiológica. 2013. https://www.enfermeriaencardiologia.com/wp-content/uploads/60_01.pdf
- Amezcua, Manuel. Cómo estructurar un Trabajo Académico en la modalidad de Revisión de la Literatura. Gomeres [blog], 14/03/2015. Disponible en: http://index-f.com/gomeres/?p=993
- Guirao Goris S. Utilidad y tipos de revisión de literatura. Ene [Internet]. 2015 [citado 23 de noviembre de 2017];9(2):[aprox. 10 pantallas]. Disponible en: http://eneenfermeria.org/ojs/index.php/ENE/article/view/495/guirao

To complete a critical reading of document:

- CASPe: Programa de Habilidades en Lectura Crítica Español [Internet]. Alicante: CASPe; 2017. http://www.redcaspe.org/.

Online library resources.

- Tutorial for citation with Mendeley: https://web-uem.bibliocrai.universidadeuropea.es/index.php/es/buscar-informacion- sobre/gestion-bibliografica