



Universitat de Lleida

DEGREE CURRICULUM  
**PUBLIC HEALTH AND  
COMMUNITY NUTRITION**

Coordination: SALINAS ROCA, MARIA BLANCA

Academic year 2020-21

Subject's general information

<b>Subject name</b>	PUBLIC HEALTH AND COMMUNITY NUTRITION			
<b>Code</b>	100620			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Human Nutrition and Dietetics	3	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree Physiotherapy and Degree in Human Nutrition and Dietetics	4	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	9			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	4.5		4.5
	<b>Number of groups</b>	3		2
<b>Coordination</b>	SALINAS ROCA, MARIA BLANCA			
<b>Department</b>	NURSING			
<b>Teaching load distribution between lectures and independent student work</b>	90 hours in class - Master 45 - Seminars 45 Student hours 225			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BRIONES VOZMEDIANO, ERICA TULA	erica.briones@udl.cat	8,5	
GONZÁLEZ ZOBL, GRISELDA	griselda@dif.udl.cat	0	
MIRADA MASIP, MARIA GLÒRIA	gloria.mirada@udl.cat	5,5	
SALINAS ROCA, MARIA BLANCA	blanca.salinasroca@udl.cat	4	
ZAPATA ROJAS, AMALIA	amalia.zapata@udl.cat	4,5	

## Subject's extra information

This course aims to place students in a community context. We aim to understand health as a (non-dual) continuous phenomenon with variations between populations and over time. We also want to spread the idea that health depends, among others, on lifestyles models especially focusing on food and nutrition. The course intends to provide the basis for measuring the health of the community and its determinants as well as participate in planning and evaluation of interventions.

Major health problems in our environment (very common and responsible for high mortality and losses in quality of life) are closely linked to food; Cardiovascular disease or cancer are examples of it. Finally, public health and the health system itself provide intervention tools to restore, preserve i improve the health of the community. Students at this level, have basic knowledge as biostatistics, epidemiology and other subjects to assume the knowledge, skills and abilities that aims to this course.

## Learning objectives

At the level of knowledge

1. To be able to understand the health and health-related factors from a communitary point of view.
2. To be aware of social inequalities and gender in health.
3. To identify and describe the lifestyles that influence health in a given community, especially those related to food and nutrition.
4. To know what is and what makes public health and which agencies are involved in it.
5. To know the main threats and foodborne risks that may affect the community.

6. To know how to measure and assess the health of a community and what are the stages and content for planning and evaluating an intervention.

7. To know which are the different intervention strategies in a community,

In terms of capacity and applications

1. To understand, interpret and participate in addressing a problem of food-borne public health.
2. To be able to analyze and communicate a news with implications for public health, food and nutrition.
3. To be able to participate and understand on an assessment of the nutritional status of a community.
4. To be able to participate and understand a health diagnosis of a community as well as its intervention and evaluation.

In terms of values ??and attitudes

1. To understand and defend health as a community asset.
2. To understand and defend the actions of the different (public and private) agencies to recover, maintain and improve the health of the community.
3. To keep in mind the importance of social factors and health inequalities.
4. To be diffusers for empowering citizens to get better health levels.

Objectives	Activities	In class	Student dedication
1-10	Master classes (MC)	45 h.	100 h.
	Lab practices (LP)		
1-10	Seminars (Sem)	45 h.	100 h.
1,3 i 6	Directed work		25 h.
	Tutorials (Tut)		

## Competences

Students who pass the subject should acquire the following skills

Transverse and strategic skills

1. Communication and oral and written expression
2. Use information technology and communication and technological platforms
3. Use critical thinking and scientific

Specific skills

- 1 Understanding the health-disease continuum concept, know the determinants of health (especially those related to lifestyle and more specifically with food) and have an overall view of the health problems related to food.
2. To know what is public health, which areas includes and functions of each one and what is the relationship between food-nutrition and public health.

3. To know what are the health risks associated with consumption of water and food.
4. To learn the concept of food safety and food control and how does it work.
5. To have an overview of international and national agencies with responsibility for public health, food and nutrition.
6. To have the basics of how to measure the health of a community and how to make an approach to the measurement of nutritional status (this will be done more deeply in epidemiology but this course will deepen the interpretation and evaluation).
7. To have basic information about the different health systems and, in particular, Catalonia and Spain.
8. To know about the different nutritional policies.
9. To know the different stages of health diagnosis of a community, planning health programs (adapted to food-nutrition) and know the methods of epidemiological and economic evaluation of these programs.
10. To have information about the programs, recommendations for food-nutrition and educational tools to be carried them out as well as the actions carried out in our environment and in other countries.

## Subject contents

### Theoretical contents

1. The health and its determinants
2. The lifestyles and health. Major health problems related to food and nutrition
3. The public health and its areas. The health promotion, the disease prevention, the health protection and the health surveillance. The nutrition and public health.
4. The levels of prevention
5. The health risks associated with food and water. Food safety and food control
6. The international and national organizations with expertise in public health, food and nutrition
7. The diagnosis of health and health indicators
8. The models of health systems
9. The Catalan and Spanish health systems
10. The nutritional policy
11. The planning
12. The design of health programs
13. The evaluation of the efficiency and effectiveness of preventive interventions and health programs
14. The evaluation of the efficiency of preventive interventions and health programs
15. The dietary guidelines and nutritional education
16. The programs and actions of the Public Health Agency of Catalonia and other organisms in food and nutrition
17. Interpretation and assessment of an evaluation of the nutritional status of a population. The nutritional status of Catalonia and Spain

### Seminars and practices contents

1. The analysis of a public health problem of foodborne at a large scale.
2. The social inequalities. The poverty.
3. The analysis of a news with implications for public health, food and nutrition
4. The indicators of the health system and indicators per country (OECD)
5. Performance indicators (performance indicators) and health outcomes
6. A comparative analysis of health systems
7. The analysis of a health report (Health Development Plan). Master Plans
8. The health program: Evaluation of the efficacy, effectiveness and efficiency
9. A brief analysis of nutrition policy
10. How to developed a food guide. learning aspects
11. The assessment of health programs and presentation of the program "Let's Move" on food and school sport
12. The interpretation and evaluation of an assessment of the nutritional status of a population
13. The health diagnosis and development of a program of community nutrition intervention

## Methodology

Activity	Objective	Description
<b>Magistral Lessons.</b>	1	Health and determinants of health.
(CM)	1	Life styles and health. Main health problems related with food and nutrition
(CM)	2	Public health and its sections. Health promotion, disease prevention, health protection, health monitoring. Nutrition and health
(CM)	3	Health risks related to food and water. Food security and food control
(CM)	4	International and National Organizations with public health and nutrition competencies
(CM)	5	Health indicators. Health system models
(CM)	6	Spanish National Health System and Catalan Regional Health System
(CM)	7	Nutrition policies. Planning. Health programmes design
(CM)	8	Effectiveness and Effectivity of prevention initiatives and health programmes
(CM)	9	Efficiency of prevention initiatives and health programmes
(CM)	9	Nutrition guides and nutrition education
(CM)	9	Public Health catalonian agency and other organisms' programmes and actions
(CM)	10	Assessment of the population' nutritional status
(CM)	9-10	Catalonia and Spain nutritional status
<b>Seminaris. (Sem)</b>	1-5	Analysis of a Food origin Global Public Health problem
<b>Seminaris. (Sem)</b>	1-5	Approach to a food origin public health problem. Food infection
<b>Seminaris. (Sem)</b>	6	Health system indicators. Country indicators (OECD). Performance and health indicators

<b>Seminaris. (Sem)</b>	8-10	Health report analysis (Health Plant). Director Plans. Health programme: assessment of efectivity, efectiveness and efficacy.
	9	Short analysis of nutritional policy
	8	How to elaborate a nutrition guide. Didacti aspects
	8 i 9	Valoration of health programmes
	8 – 10	Practicing assessment methods of the population' s nutritional status . Presentation of the programme “Let’s move” on nutrition and sport at school
	1, 3 i 6	Elaboration of an intervention community nutrition programme

## Methodology

Four educational approaches will be used:

- Lectures (4.5 ECTS)
- Seminars discussion of real cases (4 ECTS)
- Practical work on a case study (0.3 ECTS)
- Presentation of the case studies (0.2 ECTS)

## Evaluation

The evaluation will be based on four evidences:

1. Multiple choice exam in which wrong answers will rest (three exams). It represents the 40% of the maximum score and you need to get a minimum of 4 out of 10 to be taken into account.
2. Assistance to practices / seminar sessions. It represents the 20% of the maximum score and is required to attend at least 60% of their sessions.
3. Evaluation of work in practical sessions / seminars. It represents the 20% of the maximum score.
4. The assessment of the proposal of an intervention program in community nutrition (oral and written presentation). It represents the 20% of the maximum score. (Group work)

You could pass the subject with a total score of 5 out of 10 or higher.

Alternative evaluation. According to the assessment regulations approved in Consell de Govern of February 26, 2014, students who have a remunerated work incompatible with the subject schedule have the option of choosing (at the beginning of the course) a unique or single evaluation. This will consist of a multiple choice exam representing the 60% of the total score, in which is a requirement to obtain a minimum score of 6. In addition, they will have to make an individual proposal for an intervention program in community nutrition (oral and written presentation) with the same conditions than the rest of students who will do it working in small groups (who choose the continued evaluation instead of the unique one); this activity represents 40% of the mark.

## Bibliography

### Bibliography

Basic bibliography

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2. Aranceta J. Nutrición comunitària. Elsevier Masson S.L. Barcelona 2013.
3. Leon Gordis. Epidemiología. Tercera Edición. Elsevier Espanya S.A. Madrid 2005.
4. Miquel Porta. Dictionary of Epidemiology. Oxford University Press. New York. Fifth Edition. 2008.
5. Argimon JM, Jiménez J. Métodos de investigación clínica y epidemiológica. Elsevier Espanya S.A. Madrid 2013.
6. Piédrola Gil. Medicina Preventiva y Salud Pública. Elsevier-Masson S.A. Barcelona, 2008.
7. Willett W. Nutritional Epidemiology, 2nd ed. Oxford University Press, Oxford, 1998.
8. Direcció General de Salut Pública. Departament de Salut. Generalitat de Catalunya. Llibre blanc. Concens



sobre les activitats preventives a l'edat adulta dins l'atenció primària. 2ª edició. Barcelona, abril de 2006

9. Departament de Salut. PAAS. Promoció de l'activitat física i l'alimentació saludable.  
<http://www.gencat.cat/salut/depsalut/html/ca/dir2817/index.html>
10. Direcció General de Salut Pública. Departament de Salut. Generalitat de Catalunya. Guia per a la prevenció i el control de les toxiinfeccions alimentàries. 2ª edició. Barcelona, Juliol de 2006.

## Additional bibliography and resources on the net

1. Departament de Salut. Generalitat de Catalunya. <http://www.gencat.cat/salut/>
2. Agència de Salut Pública de Catalunya (ASPCAT). <http://salutpublica.gencat.cat/ca/>
3. Agència Catalana de Seguretat Alimentària. <http://www.gencat.cat/salut/acsa/>
4. Legislació alimentària. <http://www.gencat.cat/salut/acsa/html/ca/dir2820/doc17025.html>
5. Departament de Salut. Generalitat de Catalunya. Pla de salut 2011-2015.  
[http://salutweb.gencat.cat/ca/el\\_departament/pla\\_de\\_salut\\_2011\\_2015](http://salutweb.gencat.cat/ca/el_departament/pla_de_salut_2011_2015)
6. Mapa sanitari, sociosanitari i de salut pública de Catalunya  
<http://www.gencat.cat/salut/depsalut/html/ca/dir488/index.html>.
7. Enquesta de salut de Catalunya. Enquesta contínua.  
[http://salutweb.gencat.cat/ca/el\\_departament/estadistiques\\_sanitaries/enquestes/enquesta\\_salut\\_catalunya](http://salutweb.gencat.cat/ca/el_departament/estadistiques_sanitaries/enquestes/enquesta_salut_catalunya)
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9. Llei de salut pública a Catalunya de 14 d'octubre de 2010.  
<http://www.gencat.cat/salut/depsalut/html/ca/dir2107/doc26155.html>
10. Ministerio de Sanidad y Política Social. <http://www.msps.es/>
11. El Sistema Nacional de Salud. España 2010. <http://www.msc.es/organizacion/sns/libroSNS.htm>.
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14. Agencia Española de Seguridad Alimentaria y Nutrición. <http://www.aesan.msc.es/>
15. Agencia Española del medicamento. <http://www.aemps.es/>
16. European Food Safety Authority. <http://www.efsa.europa.eu/>
17. Food and Drug Administration. <http://www.fda.gov/AboutFDA/EnEspanol/default.htm>
18. Centers for Disease Control and Prevntion. <http://www.cdc.gov/>
19. Organització Mundial de la Salut. <http://www.who.int/en/>
20. The Nutrition Source. School of Public Health. Harvard University.  
<http://www.hsph.harvard.edu/nutritionsource/>