



Universitat de Lleida

# DEGREE CURRICULUM **DIETÈTICA**

Coordination: MACIA PUIG, MARIA ALBA

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	DIETÈTICA			
<b>Code</b>	102775			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Double bachelor's degree: Degree in Human Nutrition and Diethetics and Degree in Physiotherapy	3	COMPULSORY	Attendance- based
<b>Course number of credits (ECTS)</b>	9			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRALAB	PRAULA	TEORIA
	<b>Number of credits</b>	1.2	4.8	3
	<b>Number of groups</b>	1	1	1
<b>Coordination</b>	MACIA PUIG, MARIA ALBA			
<b>Department</b>	FOOD TECHNOLOGY, ENGINEERING AND SCIENCE			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ALCUBIERRE CALVO, NURIA RAQUEL	nuria.alcubierre@udl.cat	3	
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## Subject's extra information

Dietetics studies how to provide each individual or community with the necessary food for their proper development according to their physiological state, health maintenance, prevention and treatment of diseases. Some pathologies such as obesity, hypertension, diabetes, cardiovascular diseases, eating behavior disorders and some cancers are related to an unbalanced diet. The ideal diet that serves everyone does not exist, but there are some criteria or dietary guidelines. Knowing the nutritional composition of foods is very useful in the design of these diets. In the subject of Dietetics, the knowledge acquired in the subjects of Food Science and Nutrition is essential to understand and relate the content of the topics included in the program.

## Learning objectives

1. Describe the bases of healthy eating and classify the different diet alternatives.
2. Know the methodology of food education
3. Recognize the importance of adequate nutrition in maintaining health, as well as the important role that diet plays in chronic diseases.
4. Know the importance of the nutritional value of food and eating habits to be able to relate them to the appearance of diseases.
5. Calculate and establish healthy eating patterns in individuals and communities.
6. Develop menu planning for communities.
7. Design and interpret food surveys.
8. Describe the forms of restoration and culinary techniques to optimize the organoleptic and nutritional characteristics in dietetics and diet therapy.
9. Know and use the techniques for assessing the nutritional status of the individual and the community, especially those aimed at assessing the diet.
10. Prepare and interpret a dietary history.
11. Plan, implement and evaluate specific diets with the use of computer tools.

## Competences

### Specific Competences:

- CE28 Apply knowledge of Food Sciences and Nutrition to dietetic and dietary therapy practice.
- CE29 Know gastronomy and culinary techniques to optimize the organoleptic and nutritional characteristics in dietetics and diet therapy.
- CE31 Participate in the design of total diet studies.
- CE35 Identify the patient's dietary-nutritional problems, as well as the risk factors.
- CE36 Prepare and interpret a dietary history in healthy and sick subjects.
- CE40 Plan, implement and evaluate therapeutic diets for subjects and/or groups.
- CE45 Plan and carry out dietary-nutritional education programs in healthy and sick subjects.

### General Competencies

- CG1 Recognize the essential elements of the dietitian-nutritionist profession, including ethical principles, legal responsibility and the exercise of the profession, applying the principle of social justice to professional practice and developing it with respect to people, their habits, beliefs and cultures.
- CG2. Develop the profession with respect to other health professionals, acquiring skills to work as a team.
- CG3. Recognize one's own limitations and the need to maintain and update professional competence, giving special importance to autonomous and continuous learning of new knowledge, products and techniques in nutrition and food, as well as motivation for quality.
- CG4. Communicate effectively, both orally and in writing, with people, health or industry professionals and the media, knowing how to use information and communication technologies, especially those related to nutrition and life habits.
- CG5. Know, critically assess and know how to use and apply information sources related to nutrition, food, lifestyles and health aspects.
- CG6. Know the limits of the profession and its competencies, identifying when interdisciplinary treatment or referral to another professional is necessary.

### Basic competencies:

- CB2 That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3 That students have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.
- CB4 That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
- CB5 That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

### Transversal Competences of the UdL:

- CT3 Master ICT.
- CT5. Acquire essential notions of scientific thought.

## Subject contents

### Module 1 - Introduction

1. Concepts of balanced diet, diet therapy, dietary recommendation. Types of diets.
2. Dietetic advice: Food guides. Food ration and equivalents. Methods of assessment of food consumption. Total diet studies.
3. Dietary planning: Objectives. Diet design. Weighted diets. Diets for exchanges.

**Module 2 – Dietetics in physiological situations of life**

4. Feeding adapted to infants.
5. Feeding in physiological situations: Pregnancy. Lactation. Menopause
6. Food in the various stages of life: Childhood. School stage. Adolescence.
7. Feeding in the aging.
8. Nutrition in sport.
9. Food in special conditions: Modified diets in energy, nutrients and texture.

**Module 3 – Collective catering and food alternatives**

10. Commercial or collective restoration. Diets in communities.
11. Mediterranean diet.
12. Food in different cultures.
13. Vegetarian diet.
14. Alternative diets.

**Methodology**

To achieve the objectives and acquire the assigned skills, the following activities will be scheduled:

ACTIVITY	OBJECTIVE	DESCRIPTION
<b>Master classes</b>	1-8	Acquisition of knowledge about dietetics applied to physiological situations of the individual, collective diets and food alternatives. Recognition of diversity and multiculturalism.
<b>Seminars</b>	3-8	Presentation, treatment and discussion on how to solve problems of dietetics applied in daily practice. Dietary advice in collectives.
<b>Informatic practices</b>	7-11	Acquisition of skills in planning, computer calculation and evaluation of diets. Preparation and analysis of food questionnaires. Use of culinary techniques..
<b>Directed works</b>	5-7	Academically directed works to achieve the objectives of ability in synthesis and oral expression.
<b>Tutorials</b>	1-11	Guide learning by avoiding dispersion and clarifying doubts about the overall content of the subject.

## Development plan

### Master classes

They will be carried out with all the students in the classroom. Their purpose is to give an overview of the educational content related to the specific knowledge of the subject, highlighting those aspects that are related to the acquisition of skills related to dietetics. .

### Seminars

The seminars will be carried out with all the students in the classroom, and individually. Activities will be carried out, such as making menu proposals for different physiological states of the individual and for communities, which provide practical knowledge and develop the topics covered in the master classes. It is necessary to bring sheets of paper.

### Laboratory practices

The laboratory-simulation practices will be carried out in the computer room. Activities related to the preparation of diets and the evaluation of eating behavior will be carried out. It is necessary to bring a calculator.

### Directed works

Completion of two tasks:

- Individual work on assessment of food consumption
- A group work on dietary planning-nutritional education

### Tutorials

Seminar-Tutoring. It will be done in groups of 10 students. It will have the purpose of clarifying doubts about the realization of reports of practices and works.

## Evaluation

The assessment will consist of the weighted average of 4 grades, obtained from the following modules:

**BLOCK 1: Exams (30%).** There will be 2 partial exams of the theoretical part, with multiple choice and short-answer questions.

- **Exam I: 15%**
- **Exam II: 15%**

The average of the qualifications of the exams I, and II must be higher than 5 to do the average with the rest of qualifications. If the student doesn't pass the exams (<5), the person has to retake the failed exams in a second call. In this second call, the maximum score that can be achieved is a 5.

**BLOCK 2: Activities proposed in seminars (35%)**

The mark will be calculated based on the arithmetic average obtained from the qualifications obtained by the student in the different activities (20%), as well as their active participation and attitude (10%). To pass the subject it is necessary that the grade for the different activities is equal to or greater than 6.

**BLOCK 3: Informatic practices (20%)**

The mark will be calculated based on the arithmetic average obtained from the qualifications obtained by the student in the different informatic practices (10%), as well as an informatic exam (10%).

**BLOCK 4: Course work (15%)**

The completion of individual work on nutritional-education-planning will be valued. The grade for the work will correspond to the evaluation of both the written report submitted by the student and its oral presentation.

## Bibliography

### Books

- Aguilar, M. *Nutrición científica y práctica*. Ed. Libertarias, Madrid. 2004.
- Biesalski, H.K. i Grimm, P. *Nutrición*. Ed. Médica Panamericana, S.A., Madrid. 2007.
- Cervera, P. *Alimentación materno infantil*. Ed. Masson, S.A. 2000
- Cervera, P. I al. *Alimentación y dietoterapia*. Ed. McGraw-Hill Interamericana, Madrid.2005.
- Garcia, P. I Martínez, J. *Técnicas de alimentación y nutrición aplicadas*. Ed. Universidad Politécnica de Valencia. 2003.
- Gil, A. i al. *Tratado de nutrición. Tomo III*. Ed. Acción Médica. 2010.
- Kathleen, L. i Escott, S. *Nutrición y dietoterapia de Krause*. Ed. McGraw-Hill Interamericana, Madrid. 2002.
- Mataix, J. *Nutrición y alimentación humana*. Ergon cop. 2002.
- Muñoz, M. *Nutrición aplicada y dietoterapia*. Eunsa. 2004.
- Palma, I i al. *Tablas de composición de alimentos por medidas caseras de consumo habitual en España*. Ed. McGraw-Hill Interamericana, Madrid. 2008.
- Rubio, M.A. *Manual de alimentación y nutrición en el anciano*. Ed. Masson, S.A., Barcelona. 2002
- Salas, J. i al. *Nutrición y dietética clínica*. Ed. Elsevier España S.L. 2014.