

Teaching guide

IDENTIFICATION DETAILS

Degree:	Gastronomy
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Field of Knowledge:	Science
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Faculty/School:	Legal and Business Science
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Course:	HEALTHY CUISINE AND INTELLIGENT NUTRITION
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Type:	Compulsory	ECTS credits:	6
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Year:	4	Code:	1469
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Teaching period:	Seventh semester
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Area:	Bromatology and health
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Module:	Discipline
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Teaching type:	Classroom-based
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Language:	English
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Total number of student study hours:	150
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Teaching staff	E-mail
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SUBJECT DESCRIPTION

Intelligent Nutrition involves translating nutritional science and information about food into practical dietary advice. This may be aimed at the general public to promote health, or in a clinical environment to treat a wide range of medical disorders and patient groups.

GOAL

Consolidate students theoretical and practical knowledge in the dietary management of key clinical specialties and patient groups

The specific aims of the subject are:

Identify the essential nutrients, their functions and good food sources

Understand the range and application of conventional and novel strategies available for nutritional support and be able to apply the appropriate strategy in their care plan.

Describe the role of essential nutrients in health promotion and disease prevention.

Interpret basic statistics used in nutrition and medical research.

Demonstrate ability to critically evaluate information

Use current information technologies to locate and apply evidence based guidelines

PRIOR KNOWLEDGE

Previous knowledge in nutrition and physico-chemistry is required

COURSE SYLLABUS

GASTRONOMY AND NUTRITION

1. Nutrition and Metabolism: Nutrient requirements and bioavailability.
2. Physiologically changes and dietary needs at different life stages:
 - 2.a Pregnancy.
 - 2.b Infants.
 - 2.c Children.
 - 2.d Teenagers.
 - 2.e Adults.
 - 2.f Elderly.

NUTRITION AND HEALTH

3. Nutritional approach in patients with High Blood Pressure (HTA).
4. Nutritional approach in patients with Diabetes Mellitus.
4. Nutritional approach in patients with Hyperlipidemia (Hypertriglyceridemia and Hypercholesterolemia).
5. Nutritional approaches to the treatment of Obesity.
6. Nutritional prevention of Cardiovascular disease.
7. Assessment of Malnutrition and Nutritional Therapy Approaches in Cancer Patients.
8. Nutrition and gut health.
9. Nutritional management of Bone diseases and Osteoarticular disorders.
10. Nutritional Psychiatry: Depression and Mental Illnesses.

EDUCATION ACTIVITIES

- Active and participatory masterclass: Unlike the classic lectures, in participatory lectures the students become active, promoting their participation. It requires a good structuring of content and clarity to keep the attention and interest of the students.
- Student's autonomous work load. The student has to take the initiative with or without help (professors,tutors, or other students). Student have to diagnose their learning needs, formulate learning goals, identifies the resources they need to learn, choose and implement appropriate learning strategies and evaluate results. The professor becomes the guide and a source of information that assists in their work.
- Cooperative work in small groups: Instructional strategy in which students are divided into small groups and they

are evaluated as group productivity ", which brings into individual responsibility as positive interdependence, based on professional teamwork.

- Tutorials: Including interviews, group discussions, self-reports and monitoring tutorial reports.
- Research: Search for information in scientific sources and documents, analysis and synthesis of data and development of firm conclusions.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours
ACTIVE MASTERCLASSES 45h WORKSHOPS 10h TUTORIALS 2h FINAL EXAM 3h	INDIVIDUAL OR GROUP WORK 30h THEORETICAL AND PRACTICAL STUDY 60h

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

General Skills

To develop the skill of responsible, critical, reflective, analytical and synthetic thought.

To develop habits of oral and written communication in order to convey one's attitudes and feelings.

To develop the professional skills involved in risk forecasting, decision making and problem solving.

To assume and be familiar with the principles of performing management duties at department, project and company level in the hotel and catering sectors.

To be able to apply the theory and knowledge acquired to real situations and practical actions.

To adopt an attitude of intellectual eagerness, scientific interest and the search for knowledge and truth in all professional and personal undertakings.

Specific skills

To have knowledge of the different proximate nutrients and other components present in food, their impact on its quality and sensorial attributes and their impact on the health of the individual, within an eating pattern.

To handle resources for the search of specialist information that allow for preventive measures, dietetic guidelines and nutritional recommendations to be applied.

To know and apply detailed food assimilation and healthy nutrition processes to the culinary arts.

LEARNING RESULTS

Understand the range and application of conventional and novel strategies available for nutritional support and be able to apply the appropriate strategy in their care plan.

Describe the role of essential nutrients in health promotion and disease prevention.

Demonstrate ability to critically evaluate information

Use current information technologies to locate and apply evidence based guidelines

LEARNING APPRAISAL SYSTEM

The student will never be allowed to pass the subject just by being successful in one exam.

- Students of first enrollment

Written exam , test or short answers 65%

Daily assessment 15%

Assistance and class participation 5%

Group Work 15 %

To succeed and pass the written exam the student will need to get more than a 4,5 to 10.

- Academic exemption or dispensation

The students that, for a justified reason (health problems or any other important matter) and always with the agreement and the approval of the academic director, cannot attend the programmed scheduled lessons will be marked just with the written theory exam and the group work. In this case the written exam will count 70% and the group work 30%. Students of second or subsequent enrollments The students of second or subsequent enrollments will have the two options mentioned before, it is mandatory to communicate the professor at the beginning of the semester The student will not be able to pass the subject with just one assessment

- Extraordinary examinations In this case the assessment criteria applied will be the same as the two previous ones

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

American Dietetic Association complete food and nutrition guide. Roberta Larson Duyff. New York : John Wiley & Sons, c2002.

Clinical nutrition. Elia, Marinos. Wiley-Blackwell; The Nutrition Society 2013.

Principles of human nutrition. Eastwood, M.A. Blackwell Science. 2003.