

## **IDENTIFICATION DETAILS**

Degree:	Pharmacy			
Scope	Pharmacy			
Faculty/School:	Experimental Sciences			
Course:	ADVANCED DIETETICS			
Туре:	Optional		ECTS credits:	3
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Year:	4		Code:	2560
Teaching period:	Eighth semester			
Subject:	Nutrition			
Module:	Medicine and Pharmacology			
Teaching type:	Classroom-based			
Language:	Spanish			
Total number of student study hours:	75			

### SUBJECT DESCRIPTION

The objective of this course is to make students aware of the need to modify the intake of nutrients according to the different stages of life and how these changes in habits can be applied to the prevention of diseases and health promotion. The autonomous work carried out through a review work on a specific aspect of diet therapy will be promoted, with significance and with a methodology for systematic literature review.

#### GOAL

The fundamental objective of the course is to know the particular nutritional needs of specific populations in order to be able to design diets adapted, both to the different stages of life and to different pathological situations. In this way, an optimal state of health can be promoted, always maintaining a multidisciplinary approach.

### PRIOR KNOWLEDGE

Basic knowledge is required in the area of Bromatology and Nutrition.

### COURSE SYLLABUS

TOPIC 1. Introduction. From dietetics to diet therapy.

TOPIC 2. Dietary guidelines during pregnancy. Food management and food hygiene.

TOPIC 3. Feeding the nursing mother. Importance of breastfeeding. Complementary feeding.

TOPIC 4. Pre-school and school feeding. Nutrition education, labeling.

TOPIC 5. Eating during adolescence.

TOPIC 6. Dietary guidelines for the elderly.

TOPIC 7. Sports nutrition.

TOPIC 8. Dietary modifications in pathologies I: Obesity.

TOPIC 9. Dietary modifications in pathologies II: Cardiovascular diseases.

TOPIC 10. Dietary modifications in pathologies II: Diabetes Mellitus.

TOPIC 11. Dietary modifications in pathologies III: Chronic kidney disease. Intestinal pathology.

TOPIC 12. Dietary modifications in pathologies IV: Oncological processes.

#### **EDUCATION ACTIVITIES**

AFP1. Theory classes: Participatory master classes in which the student will be introduced to the fundamental theoretical contents of the subject, well structured and clear, to maintain the student's attention and interest. The classes will have computer presentations that will be available to the student through the subject's website. They will also have various teaching resources, including the use of ICTs, to stimulate the active participation of students in order to facilitate greater reception and understanding of concepts and to awaken their interest in the subject.

AFP2. Exercise classes and problems. To facilitate the understanding of the agenda and its relationship with professional practice, the resolution of activities and problems will be promoted during some of the master sessions.

AFP4. Seminars and/or exhibition of works. Presentations will be made by invited professionals, as well as preparation and presentation of works related to the subject, through cooperative work. Relevant topics will be selected in the field of Food Sciences. Groups will be formed and their components will be organized to make an expanded presentation of the awarded topic. During the exhibition, the rest of the students will discuss the work on display in order to create an environment of reflection and acquire the ability to communicate the knowledge acquired.

AFP5. Tutoring. Through tutoring, the teacher, at the request of the student and at the established time for this

purpose, will answer questions or discuss the questions posed to him, in order to guide him in learning the subject and to be able to follow him and strengthen the knowledge imparted in the subject. The tutoring schedule can be consulted in the degree coordinator and will be informed by the teacher at the beginning of the course.

### DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
33 Horas	42 Horas

#### **Cross Skills**

To nurture an attitude of intellectual curiosity and a quest for truth in all areas of life.

To be able to approach a subject by means of rigorous, profound and comprehensive thought.

To be able to assess knowledge acquired.

To be able to apply the theoretical knowledge learnt in the of solving problems and practical cases linked to the various subjects.

## LEARNING RESULTS

Acquire the necessary skills to be able to provide therapeutic advice in pharmacotherapy and diet therapy, as well as nutritional and dietary advice to users of the establishments in which they serve.

Understand the relationship between diet and health, and the importance of diet in the treatment and prevention of diseases.

## SPECIFIC LEARNING RESULTS

Know the composition and nutritional value of foods, nutritional requirements and recommendations.

Argue the characteristics of a balanced diet; nutritional guidelines in the life cycle and dietary recommendations in diseases in consumer society.

Manage specialized information resources.

## LEARNING APPRAISAL SYSTEM

#### REGULAR EVALUATION SYSTEM

Continuous evaluation will be used, through dialogue with students in the classroom and during tutoring hours, participation in classes, seminars and the development of revision work during the course will be important in evaluating the student.

ISE1. Written or oral, developmental, short answer or test-type tests 60.0

IF 2. Daily activities and exercises 10.0

IF 3. Individual and group work 25.0

IF 4. Attendance and participation in face-to-face classroom activities 5.0

1. The final exam at the end of the course will represent 60% of the final grade. It will be assessed if the student has acquired complete and sufficient knowledge to have a global vision of the subject, as well as their ability to communicate the knowledge acquired. To do the average with the rest of the grades, it is necessary to obtain at least 5 out of 10.

2. The daily activities and exercises will represent 10% of the grade of the subject and must be delivered in the time and form indicated by the teacher through the virtual classroom.

3. Both individual and group exercises and work will account for 25% of the grade of the subject. The qualification implies knowledge of the theoretical contents developed in the subject. The ability to work as a team, expository capacity, observation and monitoring capacity before a work plan will be assessed. It will be important to argue the idea or hypothesis defended by the student in order for them to acquire the ability to successfully argue their proposals, as well as for the student to listen to the proposals of their classmates to enrich their judgment in the subject.

4. Observation technique: Attendance and active participation in classes and tutoring will also be valued as 5% of the final grade. The development of habits of responsibility, respect, organization and interest, among others, will be valued.

The student must obtain a minimum final grade of 5 out of 10 in the final exam and in the overall evaluation to pass the subject.

ALTERNATIVE EVALUATION SYSTEM

This system is intended for repeat students who do not take advantage of the ordinary evaluation system because they cannot attend classes on a regular basis. Students in 2 or successive enrollments should contact the teacher to request to take advantage of this system.

In this case, the evaluation systems and their weighting will be as follows:

SE1: Written or oral, developmental, short-answer or test-type tests 60.0

IF 2. Daily activities and exercises 10.0

IF 3. Individual and group work 30.0

The student must obtain a minimum final grade of 5 out of 10 in the final exam and in the overall evaluation to pass the subject.

IMPORTANT NOTE Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.

b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.

c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(<u>https://www.ufv.es/gestion-de-la-informacion\_biblioteca/</u>).

d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the <u>Guide for the Responsible Use of Artificial Intelligence in Studies at UFV</u>. Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

# **BIBLIOGRAPHY AND OTHER RESOURCES**

#### Basic

Gil, Ángel Treatise on Nutrition 3rd edition. Pan-American Doctor

Brown, J Nutrition in the different stages of life McGraw-Hill

Raymond JL, Morrow K. Krause Elsevier Dietotherapy

### Additional

Lluís Serra Majem, Javier Aranceta Bartrina Children's and Youth Food Editorial: Barcelona: Masson, 2004. ISBN: 84-458-1451-6

RedbedCA (AESAN) Spanish Food Composition Database web (RedbedCA (AESAN) Spanish Food Composition Database web, Spanish Food Composition Database BedCA Network (AESAN) https://www.bedca.net/bdpub/)

Federación Spanish Society for Nutrition, Food and Dietetics (FESNAD). Dietary Reference Intakes (IDR) for the Spanish population. Ed. University of Navarra. S.A.: 2010

(, Spanish Nutrition Foundation: http://www.fen.org.es/)

(, Spanish Nutrition Society (SEN): http://www.sennutricion.org/es/inicio)