



Teaching Guide				
Identifying Data				2023/24
Subject (*)	Nutrition	Code	750G01009	
Study programme	Grao en Enfermaría			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Second	Basic training	6
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Ciencias da Saúde			
Coordinador	Bellido Guerrero, Diego	E-mail	diego.bellido@udc.es	
Lecturers	Bellido Guerrero, Diego	E-mail	diego.bellido@udc.es	
Web	moodle.udc.es			
General description	NUTRICIÓN HUMANA. ENFOQUE TEÓRICO PRÁCTICO SOBRE BASES FISIOPATOLÓXICAS DA NUTRICIÓN E DIETÉTICA CLÍNICA ADAPTADA AO GRAO ENFERMAR. DEDICACIÓN ESPECIAL Á VARIAS DIETAS TERAPÉUTICAS, AVALIACIÓN DO ESTADO NUTRICIONAL E AMBULATORIA E HOSPITAL NUTRICIÓN ARTIFICIAL			

Study programme competences / results	
Code	Study programme competences / results
A7	Coñecer e valorar as necesidades nutricionais das persoas sás e con problemas de saúde ao longo do ciclo vital, para promover e reforzar pautas de conduta alimentaria saudable.
A8	Identificar os nutrientes e os alimentos en que se encontran.
A9	Identificar os problemas nutricionais de maior prevalenza e seleccionar as recomendacións dietéticas adecuadas.
B1	Aprender a aprender.
B2	Resolver problemas de forma efectiva.
B4	Traballar de forma autónoma con iniciativa.
B9	Capacidade de aplicar os coñecementos na práctica.
B13	Toma de decisións.
B15	Capacidade para comunicarse con persoas non expertas na materia.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben afrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C9	CB1 Que os estudantes demostraran posuír e comprender coñecementos nunha área de estudo que parta da base da educación secundaria xeral, e sólese atopar a un nivel que, si ben se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda dun campo de estudo.
C10	CB2 Que os estudantes saiban aplicar os seus coñecementos a seu traballo ou vocación de unha forma profesional y posúan as competencias que solen demostrarse por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da súa área de estudo.

Learning outcomes			
Learning outcomes	Study programme competences / results		
Describir os distintos grupos de alimentos e as súas características nutricionais	A7 A8	B9 B15	C9
Describir os cambios nas necesidades nutricionais en diferentes fases da vida	A7 A9	B9	C6 C10



Identificar técnicas, directrices e procedementos de diagnóstico nutricional e avaliación adecuada do estado nutricional	A7 A8 A9	B1 B2 B4 B9 B13	C6 C7 C9
Describir a base fisiolóxica e fisiopatolóxica da nutrición nas persoas saudable e enfermo	A7 A8 A9	B1 B9 B13	C6 C9
Describir os principios básicos da dietética e aplicados terapéutica para usar códigos de dietas	A7 A8 A9	B1 B2 B4 B9 B13	C1 C6 C10
Identificar as indicacións, vías de administración e as complicacións da nutrición enteral e parenteral, así como describir os coidados necesarios de enfermería	A7 A9	B1 B2 B4 B9 B13	C1 C6 C7 C9 C10

Contents	
Topic	Sub-topic
UNIDADE I. PRINCIPIOS DA NUTRICIÓN	Termodinámica. O gasto enerxético. Os cambios fisiolóxicos e patolóxicos. Nocións básicas de ciencia dos alimentos.



UNIDADE 4. NUTRICIÓN APLICADA	<ul style="list-style-type: none"><li>-A Dieta e Servizo de Nutrición. O seu papel como Unidade Hospital Central</li><li>-Organizing Unidade Dietetic. O papel das Profesiões Enfermería</li><li>-Liña de base -Diet. Dietas terapéuticas</li><li>-os dietas Código</li><li>-Algoritmos En escoller o dereito dieta.</li><li>-A Dieta basal. Dietas equilibradas. A operación-modelo</li><li>-A Dieta basal de nenos e outras situacións</li><li>-Variantes Dieta basal</li><li>-bland dieta. Exemplo transición de modelo de dieta</li><li>-Dietas Semi-mole</li><li>-Maxilo -Diet</li><li>-A Dieta esmagado</li><li>-Dietas Hipercalórica.</li><li>-Dietas Calorie. Modelos dietas para obesidade e síndrome metabólica.</li><li>-A Dieta Diabetes. Todos os modelos de licenzas para pensos e equivalencias.</li><li>-O Dislipidemia dieta</li><li>-Modifications Cuantitativos e cualitativos</li><li>-Dietas Hipoproteicas</li><li>-Dietas Hiperproteicas</li><li>-Dietas Sen glutem</li><li>-Dietas Pobre en purinas</li><li>-Diet En partologias boca e trastornos da deglutición.</li><li>-Dietas enfermidade esofágica</li><li>-Dietas Protección Bile</li><li>-Gastrite e Ulcus -Dietas</li><li>-Dietas Pobre residuo</li><li>-Dietas Con residuo abundancia</li><li>-A Dieta en enfermidades pancreáticas e intestinais. Modificacións dietéticas na enfermidade inflamatoria do intestino</li><li>-Dietas E fígado</li><li>-O Síndrome do intestino curto dieta</li><li>-Diet E ostomia</li></ul>
UNIDAD 2. BROMATOLOGIA	<ul style="list-style-type: none"><li>Grupos de alimentos</li><li>Macronutrientes</li><li>Micronutrientes</li><li>Análise dieta</li><li>enquisas alimentarios</li><li>Etiquetaxe nutricional</li><li>Puntos Críticos de Control</li></ul>



<p>UNIDADE 3. NECESIDADES NUTRICIONAIS E CICLO VITAL</p>	<ul style="list-style-type: none"> <li>-Os Grupos alimentarios</li> <li>-Cálculo da dieta equilibrada</li> <li>-Nutricionales-precísase nivel individual e da poboación</li> <li>-o Nutrición en diferentes fases da vida na saúde e na enfermidade</li> <li>-Patróns patróns. Alimentación e nutrición recomendacións para a poboación nutricionais -Pirámides</li> <li>-Nutrición Adultos saudable</li> <li>-Nutrición n nenos e adolescentes</li> <li>-Nutrición Durante o embarazo</li> <li>-Nutrición Os anciáns</li> <li>-Nutrición e o traballo</li> <li>-Nutrición deporte</li> </ul>
<p>UNIDAD 5. NUTRICIÓN ARTIFICIAL</p>	<ul style="list-style-type: none"> <li>-O Desnutrición</li> <li>-Valuation Estado nutricional</li> <li>-A Fibra na dieta humana</li> <li>-Alimentacion Funcional</li> <li>-Nutrition enteral</li> <li>-Nutrition parenteral</li> <li>-Nutrition Artificial en casa</li> <li>-O Papel da enfermería na selección e diagnóstico de desnutrición</li> <li>-El papel de la enfermería en la cribado y diagnostico de desnutrición</li> </ul>

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Collaborative learning	A7 B2	4	8	12
Guest lecture / keynote speech	A7 A8 A9 B9	21	21	42
ICT practicals	B4	4	16	20
Supervised projects	B15 C1 C6 C7	11	44	55
Objective test	A8 A9 B1 B2 B13 C6 C9 C10	2	12	14
Personalized attention		7	0	7

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Collaborative learning	The time of virtual tutoring has not been counted, which remains open depending on the demand. The time of personalized attention to the individual or group demand will be counted.
Guest lecture / keynote speech	Oral presentation complemented by the use of audiovisual media and the introduction of some questions aimed at students, in order to transmit knowledge and facilitate learning. The master class is also known as "lecture", "expository method" or "master class". This last modality is usually reserved for a special type of lesson given by a teacher on special occasions, with content that involves original elaboration and based on the almost exclusive use of the word as a way of transmitting information to the audience. The master session can be done in person without a microsoft team, without compulsory student attendance.
ICT practicals	Methodology that allows students to learn effectively, through practical activities (demonstrations, simulations, etc.) the theory of a field of knowledge, through the use of information and communication technologies. ICTs are an excellent support and channel for the treatment of information and practical application of knowledge, facilitating learning and development of skills by students. This activity will be carried out in person in groups of 20 students whenever possible



Supervised projects	<p>Methodology designed to promote the autonomous learning of students, under the tutelage of the teacher and in varied settings (academic and professional). It is primarily concerned with learning &amp;quot;how to do things.&amp;quot; It is an option based on the assumption by students of responsibility for their own learning.</p> <p>This teaching system is based on two basic elements: the independent learning of the students and the monitoring of that learning by the teacher-tutor.</p> <p>This activity will be carried out in person in groups of 20 students whenever possible</p>
Objective test	<p>Exam type In-person test between 50-100 questions with 4 or 5 answers. Only one true. The global score will compute 60% of the total and for every two failed questions a correct one is canceled.</p> <p>The test can be carried out by online methodological type test or oral if we can do it in person</p>

### Personalized attention

Methodologies	Description
Guest lecture / keynote speech ICT practicals Supervised projects	<p>The time of virtual tutoring has not been counted, which remains open depending on the demand. The time of personalized attention to the individual or group demand will be counted.</p>

### Assessment

Methodologies	Competencies / Results	Description	Qualification
Collaborative learning	A7 B2	<p>Collaborative work done in a medium group of 20-22 students but delivered individually on paper and in electronic format. They will be distributed throughout the course in 5 or 6 works, the content of which will be programmed with sufficient notice. The calibration of two plates will always be included according to the planned format. With the authorization of the student, once the calibration of both plates has been checked if it meets the requirements, the calibrated plate will be hung with authorship at the url <a href="http://www.foroactua.com">www.foroactua.com</a></p>	15
ICT practicals	B4	<ol style="list-style-type: none"> <li>1. Calculation of an intake. Design of a diet and assessment of nutritional status.</li> <li>2. Seminar-Workshop on Anthropometry and Impedanciometry</li> <li>3. Nutritional labeling workshop with the collaboration of an expert in Nutrition and Food technology</li> </ol>	15
Supervised projects	B15 C1 C6 C7	<p>Presentation of supervised works. Personalized diet carried out in a group with public exposure. Presentation in ppt or flash / video and delivery of paper document and electronic format</p>	10



Objective test	A8 A9 B1 B2 B13 C6 C9 C10	<p>Final objective test. Test type exam 50-100 questions with 4 or 5 possible answers and one real one. For every 2 failed questions a real one is discounted. Maximum score in the test exam will be 60 points out of 100.</p> <p>The exam can be done if the conditions allow it through the computer room in moodle format</p> <p>You must have at least a score of 50% over 100% in the theoretical exam to complete the evaluation of the practical content that will score a maximum of 60 points out of 100. (The activities and work carried out during the course will be valued). The score of the activities will be saved for the next ordinary call of the same academic year, but if this objective test is not passed, the works carried out will no longer be valid for successive evaluations in new calls and the theoretical exam will suppose 100% of the grade. end of the student.</p> <p>Any student can request an oral evaluation at any time during the teaching period of the subject and before the objective test is carried out. The exhibition will always be public and upon request of the student.</p> <p>After the first call, in the successive evaluations the teacher reserves the right to develop a short-type theoretical exam to replace the test exam.</p>	60
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#### Assessment comments

To pass the subject it is necessary:

Achieve half the score in each of the methodologies that compute in the evaluation and that are mandatory.

Second and subsequent enrollment calls: For those students who have completed the subject at least once, they must take into account that they can retake the entire subject again or take only a final theoretical exam, taking into account that the qualification of the exam will suppose 100% of the qualification of the matter.

For students with partial enrollment: they will be able to obtain the grade of the subject with the ordinary modality or modality in which the objective test supposes 90% of the qualification and the other 10% an oral presentation that will take place the same day of the test objective at the end of it. In this modality it will be compulsory to pass both parts to pass the subject. Students with partial enrollment may have an academic waiver for class attendance but will not be exempt from submitting the requested work.

Calls for the advanced assessment opportunity: For those students who have requested the advanced assessment opportunity, meet the requirements and are granted it, they will be able to sit for a final theoretical exam whose grade will represent 100% of the course grade. .

The grade of not presented: it will be awarded to those students who do not take the exam or any of the assessment methodologies.

The conditions for obtaining an honors enrollment are that the student obtain more than 90% of the grade for the course, be the best grade for the class in the evaluated opportunity and her contribution in the master sessions has been significant.

Each student will save the information requested during the course in electronic format and will deliver it at the end of the course in an identified CD format.

#### Sources of information



<b>Basic</b>	<ul style="list-style-type: none"> <li>- DIEGO BELLIDO GUERRERO (2017). Dietoterapia, Nutrición Clínica y Metabolismo. Aula Medica. Madrid</li> <li>- Bellido D (2009). Actualización en Nutrición y Dietética Clínica. Congrega</li> <li>- De Luis D, Bellido D, Garcia Luna PP (2010). Dietoterapia, Nutrición Clínica y Metabolismo. Diaz de Santos</li> <li>- Bellido D (2003). Libro de Cocina Gallega para Diabéticos. Dip Prov Coruña</li> <li>- Bellido D (2006). Manual de Formación en Obesidad. Acción Médica</li> <li>- Olveira G (2007). Manual de Nutrición Clínica y Dietética. Diaz de Santos</li> <li>- Salas-Salvadó J (2008). Nutrición y Dietética Clínica. Elsevier Masson</li> <li>- Escott-Stump S (2005). Nutrition and Diagnosis-Related Care. Lippincott Williams &amp; Wilkins</li> <li>- Gil A (2010). Tratado de Nutrición 4 tomos. PANAMERICANA</li> <li>- Bellido D, Lopez de la Torre M (2010). www.foroactua.com.</li> <li>- Bellido D (2015). Sobrepeso y Obesidad. TRAMA Solutions</li> <li>- Bellido D (2022). Valoración morfofuncional de la DRE. Paamericana</li> <li>- García Almeida, J. M., Bellido Guerrero, D., Botella Romero F. (2022). Valoración morfofuncional de la desnutrición relacionada con la enfermedad (DRE). Madrid: Panamericana</li> </ul> <p>ESENCIAL MATERIAL DE REFERENCIAVERSIÓN ESTÁ NA LIÑA DE PROPIO LIBROA TRAVES DUN CODIGO DE REXISTRO</p>
<b>Complementary</b>	

### Recommendations

#### Subjects that it is recommended to have taken before

Biology/750G01002

Bases for the Interpretation of Scientific Knowledge/750G01008

#### Subjects that are recommended to be taken simultaneously

Clinical Nursing I/750G01034

#### Subjects that continue the syllabus

Practicum/750G01032

#### Other comments

This matter takes into account the recommendations of SUSTAINABILITY ENVIRONMENT, PERSON AND EQUALITY OF XERO:- A delivery two documentary horses that are carried out in this matter, will be done through Moodle, in digital format without the need for printing.- Be aware of the ethical principles related to the values ??of the sustainability of our personal and professional behavior.- Attending different regulations applicable to university teaching, this subject will be considered in a gender perspective, watching over the non-use of sexist dunha linguaxe in the classroom, documents developed in the subject in clinical activities carried out with students.- Work to identify and modify sexist attitudes and attitudes within the classroom or not in the clinical context, influencing the environment to modify them and promote values ??of respect and equality.- It will pay special attention to detecting situations of discrimination on the basis of gender and actions and measures for corrixilas are provided.- Facilitate the full integration of students who, for physical, sensorial, psychic or sociocultural reasons, experience difficulties with an ideal, equal and beneficial access to university life.- In this matter, or teachers, have contracted or commitment to apply the regulations of the UDC in plaxium situations.

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.