

MODULE	CONTENT	YEAR	TERM	CREDITS	TYPE
Nutrition and health Sciences	Dietetics	3	Second	6	Obligatory
<b>LECTURER(S)</b>			<b>Postal address, telephone nº, e-mail address</b>		
<ul style="list-style-type: none"><li>Silvia Pastoriza de la Cueva</li><li>José Ángel Rufián Henares</li></ul>			Dpto. Nutrición y Bromatología, 3ª planta. Facultad de Farmacia. 18071 Correo electrónico: <a href="mailto:spdelacueva@ugr.es">spdelacueva@ugr.es</a> ; <a href="mailto:jarufian@ugr.es">jarufian@ugr.es</a>		
<b>DEGREE WITHIN WHICH THE SUBJECT IS TAUGHT</b>					
Human Nutrition and Dietetics					
<b>PREREQUISITES and/or RECOMMENDATIONS (if necessary)</b>					
Having studied the subjects: General chemistry I; General chemistry II; Biochemistry I; Biochemistry II; Cell and human physiology I; Cell and human physiology II; Food science fundamental; Extension of food science; Nutrition I and II; Principles of dietetics.					
<b>BRIEF ACCOUNT OF THE SUBJECT PROGRAMME (ACCORDING TO THE DEGREE)</b>					
Diets at different stages of life: pregnancy, breast-feeding, preschool age, school age, adolescence, adult and elderly. Mediterranean diet. Vegetarian diets. Diets for weight control.					
<b>GENERAL AND PARTICULAR ABILITIES</b>					
<u>General abilities</u> <ul style="list-style-type: none"><li>Those students can apply their knowledge to their work or vocation professionally.</li><li>Ability to gather and interpret relevant data to make judgments.</li><li>Potential to communicate information, ideas, problems and solutions to a specialized and unskilled audience.</li><li>Throubleshooting</li><li>Ability to apply theoretical knowledge to practice</li></ul>					



- Motivation for quality
- Ability to organize and to plan
- Ability to manage information

#### Particular abilities

- Assess the relationship between food and nutrition in healthy subjects
- Participate in the design of studies of total diet
- Manage the basic tools in ICTs used in the field of food, nutrition and dietetics
- Knowledge of the legal and ethical limits of dietary practice
- Be able to explain the scientific principles underpinning the intervention of the dietitian-nutritionist, subordinating his performance to the scientific evidence

#### **OBJECTIVES (EXPRESSED IN TERMS OF EXPECTED RESULTS OF THE TEACHING PROGRAMME)**

- To design and evaluate diets and menus according to the physiological situation, recommended intakes and dietary guidelines.

#### **DETAILED SUBJECT SYLLABUS**

1. Feeding during pregnancy. Distribution of the diet. Culinary aspects. Guidelines for the preparation of menus. Food advised and inappropriate. Weight control.
2. Feeding from the mother during breastfeeding. Distribution of the diet. Culinary aspects. Guidelines for the preparation of menus. Food advised and inappropriate.
3. The infant feeding. Breastfeeding: advantages and disadvantages. Artificial feeding.
4. The supplementary feeding of the infant. Baby food.
5. Feeding in the preschool child. Distribution of the diet. Eating habits. Importance of breakfast.
6. Feeding in the school child. Distribution of the diet. Dietary habits and recommendations. School canteen. Importance of breakfast. Fast food. Snacks. Attitude to food.
7. Feeding the teens. Distribution of the diet. Dietary habits and recommendations. School canteen. Importance of breakfast. Fast food. Snacks. Attitude to food.
8. Feeding the older people. Distribution of the diet. Culinary aspects. Diet of institutionalized elderly people.
9. Food allergies. Concept of food allergy. Animal, plant and additives allergy food. Dietary treatments of allergies.
10. Mediterranean diet.
11. Vegetarian diets.
12. Low calories and high calories diets.
13. Diet for weight loss.

#### **READING**

- BELLIDO GUERRERO D, DE LUÍS ROMÁN DA (2006). Manual de nutrición y metabolismo. Ed. Díaz de Santos, Madrid.
- CERVERA, (2004). Alimentación y dietoterapia (Nutrición aplicada en la salud y la enfermedad) 4ª Ed. Interamericana McGraw-Hill.
- CESNID (2008). Tablas de composición de alimentos por medidas caseras de consumo habitual en España. Ed McGraw-Hill, Madrid.
- GIL, A. (2010). Tratado de nutrición (Tomos II y III). Ed. Panamericana. Madrid.
- González Gallego J, Sánchez Collado P, Mataix Verdu J. (2011). Nutrición en el deporte: ayudas ergogénicas y dopaje (2011) Díaz de Santos: Fundación Universitaria Iberoamericana. Madrid
- MAHAN L K. Y ARLIN M. (2009). Nutrición y dietética de Krauser. 12ª ed. Elsevier Masson. Barcelona.
- MARTINEZ FERNANDEZ J, MIGUEL VALOR N, PEROTE ALEJANDRE, A (Coordinadores) (2011). Alergias



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alimentarias ¿Y AHORA QUE? 2ª ed. International Marketing & Communication S.A.

- MARTINEZ HERNÁNDEZ A, PORTILLO BAQUEDANO M DEL P (2011). Fundamentos teórico-prácticos de nutrición y dietética. Ed. Panamericana. Madrid
- MELVIN H. W (2005). Nutrición para la salud, la condición física y el deporte. McGraw-Hill. México
- MUÑOZ M. ARANCETA J. GARCÍA-JALON I. (2004) Nutrición y dietoterapia. Ed. EUNSA. Ediciones Universidad de Navarra.
- RIBERO M (2003). Nuevo manual de dietética y nutrición. Ed. V. Madrid.
- SALAS-SALVADO J, BONADA A, TRALLERO R, SALÓ ME, BURGOS R (2008). Nutrición y dietética clínica. 2ª ed. Ed. Masson. Barcelona.
- SENC (2001). Guías alimentarias para la población española. IM y C, S.A. Madrid.
- VAZQUEZ C, DE COS AI, LOPEZ NOMDEDEU C (2005). Alimentación y nutrición. Manual teórico-práctico, 2ª ed. Díaz de Santos, Madrid.

ZUVELDIA JM, BAEZA ML, JAUREGUI I, SENNET C (Coordinadores)(2012). Libro de las enfermedades alérgicas de la Fundación BBVA. Ed. Nerea S.A.



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