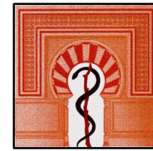




FACULTAD DE MEDICINA Y ENFERMERÍA
GRADUADO EN ENFERMERÍA
2025/26 YEAR
**CUIDADOS NUTRICIONALES EN
ENFERMERÍA**



Course details

Course name: CUIDADOS NUTRICIONALES EN ENFERMERÍA

Code: 144000

Degree/Master: GRADUADO EN ENFERMERÍA

Year: 1

Field: FARMACOLOGÍA, NUTRICIÓN Y DIETÉTICA

Character: BASICA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: <https://moodle.uco.es/>

Coordinating teacher

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Brief description of the contents

During the course, students will learn everything they need to offer quality nutritional nursing care to healthy and sick subjects through dietary advice and managing and supervising dietary therapeutic interventions. To this end, the course is structured in 3 blocks aimed at (i) establishing the basic principles of nutrition, (ii) explaining food as a source of health and the different approaches to healthy diets, considering nutritional needs according to the stage of life and (iii) addressing the main diets as part of the treatment of the most prevalent chronic diseases in our society (diet therapy).

Prerequisites

Prerequisites established in the study plan

There are no requirements other than those established in the degree syllabus.

Recommendations

In general, having a good knowledge base related to Biochemistry and Physiology is recommended. In addition, a scientific attitude, guided by critical thinking and reflective learning, will help to achieve the stated competencies.

Study programme

1. Theory contents

BLOCK I: BASIC PRINCIPLES IN NUTRITION

Lesson 0: Recalling the biochemical basis of nutrition.

Lesson 1: Basic terms and concepts in nutrition.

Lesson 2: Energy metabolism. Calculation of energy needs and its relation with body composition. Estimation formulas.

Lesson 3: Water. Structure and properties. Functions. Daily water requirements. Recommendations on water consumption. Water and public health.

Lesson 4: Carbohydrates. Metabolism, food sources, functions and nutritional requirements.

Lesson 5: Proteins. Metabolism, food sources, functions and nutritional requirements.

Lesson 6: Lipids. Metabolism, food sources, functions and nutritional requirements.

Lesson 7: Dietary fiber. Metabolism, food sources, functions and requirements.

Lesson 8: Vitamins. Food sources, functions, requirements.

Lesson 9: Minerals. Food sources, functions, requirements.

Lesson 10: Alcohol. Absorption, metabolism and pathologies related to alcohol.

BLOCK II: NUTRITION AS A SOURCE OF HEALTH. BALANCED DIET ADAPTED TO THE DIFFERENT NEEDS ACCORDING TO THE VITAL STAGE

Lesson 11: Concept and characteristics of a healthy diet. Somatotype. Principles and techniques to follow a healthy diet.

Lesson 12: Dietary approaches in today's society. Mediterranean diet. Atlantic diet. Ketogenic Diet. Vegetarian diet. Vegan diet.

Lesson 13: Healthy diet in pregnancy, lactation and menopause.

Lesson 14: Healthy diet in the first stages of life: From infancy to adolescence.

Lesson 15: Healthy diet in the elderly.

Lesson 16: Nutrition and physical activity.

Lesson 17: Community Nutrition. Basic concepts, functions and ways of working.

BLOCK III: DIET THERAPY

Lesson 18: Diet therapy. Concept and importance of diet in the treatment of disease. Malnutrition related to the disease. Types of diets.

Lesson 19: Diets with energy modification. Dietotherapeutic treatment of obesity and eating disorders.

Lesson 20: Dietotherapeutic treatment of diabetes. Types of nutritional approaches.

Lesson 21: Dietotherapeutic treatment in cardiovascular diseases. DASH diet. Truths and myths about cholesterol.

Lesson 22: Dietotherapeutic treatment with protein modification. Diets in renal disease and liver disease. Celiac disease.

Lesson 23: Basis of Artificial Nutrition. Enteral nutrition. Characteristics and indications. Parenteral nutrition. Characteristics and indications.

2. Practical contents

1. Assessment and diagnosis of nutritional status.

2. Assessment of the eating pattern. Techniques and resources.

3. Food labeling.

4. Fad diets.

5. Elaboration of diets in the diabetic patient. The portion diet and the plate method.
6. Critical reasoning in nutrition information (non face-to-face).
7. Self-assessment of basic knowledge in nutritional care.
8. Portfolio presentation and evaluation.

Bibliography

BÁSICA

Vázquez García M. Fitness revolucionario. Lecciones ancestrales para una salud salvaje. Segunda Edición. Oberón, 2019

Gil Hernández, A. et al. Tratado de nutrición. Tercera Edición. Panamericana, 2017

Salas-Salvadó, J. Nutrición y dietética clínica. Tercera Edición. Elsevier Masson, 2014

Rodota L., Castro MA. Nutrición Clínica y Dietoterapia. Panamericana, 2012

De Luis Román, D. et al. Dietoterapia, nutrición clínica y metabolismo. Díaz de Santos, 2010

Vidal García, E. Manual práctico de nutrición y dietoterapia. Monsa-Prayma, 2009

Mataix Verdú J. Nutrición y alimentación humana. 2ª Edición. Ergon. Madrid, 2009

Cervera, et al. Alimentación y Dietoterapia. 4ª Edición. McGraw-Hill Interamericana, 2004

Martín Salinas, C. et al. Nutrición y Dietética. DAE (Grupo Paradigma), 2000

Alimentación y nutrición. Manual teórico práctico. Díaz de Santos, 2005

Bellido Guerrero, D. et al. Manual de nutrición y metabolismo. Díaz de Santos, 2006

Brown, J. Nutrición en las diferentes etapas de la vida. 2ª Edición. Mc Graw-Hill, 2000

COMPLEMENTARIA

OPEN ACCESS JOURNALS

Nutrición hospitalaria: <http://www.nutricionhospitalaria.org>

Nutrición clínica y Dietética Hospitalaria: <http://revista.nutricion.org/>

BLOGS

<https://www.fitnessrevolucionario.com>

<https://www.midietacojea.com>

<http://juanrevenga.com>

<https://www.danzadefogones.com>

<https://www.dimequecomes.com>

<https://www.scientiablog.com>

<https://www.fitfoodmarket.es>

<https://www.elcomidista.elpais.com>

Methodology

General clarifications on the methodology (optional)

The theoretical-practical program will be taught throughout the four months using the following teaching techniques:

*Lectures on the topics included in the program, with comments, clarifications and final discussion.

*Directed academic activities, which will be carried out to deepen those topics of particular interest for the formation of the student.

*Activities of information gathering and analysis, in groups, of different aspects of nutrition related to the contents of the course.

*Sharing and discussing the results.

*Personal work, collection and analysis of information and presentation of results.

*Seminars or workshops on which aspects related to the evaluation of nutritional status and dietary habits, with the development of diets, the study of nutritional myths, critical thinking and nutritional education of the population will be developed.

Methodological adaptations for part-time students and students with disabilities and special educational needs

Methodological adaptations for part-time students and students with educational needs will be defined individually after a tutoring session.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Information processing activities</i>	14	4	18
<i>Oral communication activities</i>	-	1	1
<i>Practical experimentation activities</i>	-	3	3
<i>Projects based on the course contents</i>	-	1	1
<i>Reading comprehension, listening, visual, etc. activities</i>	30	4	34
<i>Written expression activities</i>	-	3	3
Total hours:	44	16	60

Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	10
<i>Information processing activities</i>	75
<i>Information search activities</i>	5
Total hours	90

outcomes of the learning process

Knowledge, skills and abilities

- CB1 Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzado, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.
- CB2 Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de

	la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.
CB3	Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.
CB4	Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado.
CB5	Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.
CU2	Conocer y perfeccionar el nivel de usuario en el ámbito de las TICs.
CET5	Diseñar sistemas de cuidados dirigidos a las personas, familia o grupos, evaluando su impacto y estableciendo las modificaciones oportunas.
CET6	Basar las intervenciones de la enfermería en la evidencia científica y en los medios disponibles.
CET9	Fomentar estilos de vida saludables, el autocuidado, apoyando el mantenimiento de conductas preventivas y terapéuticas
CET14	Establecer mecanismos de evaluación, considerando los aspectos científico-técnicos y los de calidad.
CEM5	Conocer y valorar las necesidades nutricionales de las personas sanas y con problemas de salud a lo largo del ciclo vital, para promover y reforzar pautas de conducta alimentaria saludable. Identificar los nutrientes y los alimentos en que se encuentran. Identificar los problemas nutricionales de mayor prevalencia y seleccionar las recomendaciones dietéticas adecuadas.

Assessment methods and instruments

Intended learning outcomes	Examination	Oral means	Students assignments
CB1	X	X	X
CB2	X	X	X
CB3		X	X
CB4		X	X
CB5	X		
CEM5	X	X	X
CET14	X		X
CET5	X		
CET6	X		
CET9	X		
CU2	X		

Intended learning outcomes	Examination	Oral means	Students assignments
Total (100%)	70%	20%	10%
Minimum grade (*)	5	5	5

(*)The minimum grade that students must obtain in each of the evaluable activities in order to pass the course shall not exceed 5,0.

General clarifications on instruments for evaluation:

About Attendance

Attendance is compulsory only for the workshops and will be controlled by class lists. Missing more than one workshop (more than 15% of the total number of hours) will fail the first call (with a mark of 4) and need to do homework whose characteristics will be explained in the Moodle platform of the subject.

In case of a single failure, 15% of the final grade of the portfolio/practical exercises will be subtracted.

About the Final Mark

The marks for class work, cases or practical cases presented in the workshops will be retained until the course is passed.

The oral test will take place during the presentation of the portfolio results, with specific questions for specific members of each group.

If the professor deems it appropriate, and depending on the degree of involvement perceived in the students, a system of assessment by mid-term exams may be proposed to ensure the continuous assessment of the students. This system will eliminate the content of the final exam as long as a minimum mark is achieved, which will be established by the lecturer and communicated to the students sufficiently in advance.

All exams will be multiple-choice tests. The calculation of the mark for the multiple-choice exam will be based on the formula: $\text{Aciertos} - (\text{Errores}/n-1)$, where "n" represents the number of answer options.

A score of 5 on the multiple-choice test and in the practical reports is required to calculate the weighted average mark. If the minimum mark is not reached in each evaluation instrument, the final mark will be 4 (FAILED).

Attendance is compulsory only for workshops and will be controlled by class lists. Failure to attend more than one workshop (more than 15% of the total number of hours) will fail the first call (with a mark of 4) and the completion of a work whose characteristics will be explained in the Moodle platform of the course.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

The assessment of part-time students and students with special educational needs will be based on the same criteria as full-time students but without considering workshop attendance. The characteristics of the assignments to be submitted will be defined individually after a tutorial session.

Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

For the first extraordinary exam and also the extraordinary exam for the end of the degree, the same evaluation criteria will be used as in the ordinary exams, keeping the mark for the work until the course is passed. The exam will consist of multiple-choice and/or short questions, as the teacher responsible deems appropriate.

Qualifying criteria for obtaining honors:

Pass with Honors will be assigned among the students who, fulfilling all the requirements specified in article 30.3 of the Regulation of Academic Regime of the UCO, have obtained the highest numerical mark.

Sustainable development goals

Zero hunger

Good health and well-being

The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).
