

# **NUTRITIONAL EDUCATION: THE ROLE OF THE DIETITIAN-NUTRITIONIST IN THE COMMUNITY SETTING**

## **Degree in Human Nutrition and Dietetics Course 2025-26**

**Code:**

**Module:** 7

**Subject:** Complementary training

**Type of course:** Elective

**Intended for:** 4th year students.

**Department:** Nutrition and Food Science

**Credits:** 3 ECTS

**Period of study:** 1st four-month period

**Starting date:** September 7th

**Schedule:** 7 (M), 8 (T), 9 (T), 10 (Th), 11 (F),  
September 14 (M), 15 (T), 16 (T), 17 (Th), 18 (F) from 8:30 to 11:30 a.m.

**Place:** Faculty of Medicine

**Number of students:** 25

## **PROFESSORATE**

**Coordinator:** Carmen Cuadrado Vives

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## **BRIEF DESCRIPTION**

The objective of this course is to provide the dietitian-nutritionist with knowledge and basic tools that allow him/her to identify nutritional problems, establish objectives, design, plan and evaluate training and nutritional intervention programs, aimed at improving eating habits both at individual and population group level, in order to improve the state of health and welfare of the population.

## **COMPETENCIES**

They are those corresponding to the Module and Subject to which this course belongs.

### **General Competences**

C.G.8.1.

### **Specific Competences**

CE.M7.1 CE.M7.2 CE.M7.3 CE.M7.4 CE.M7.5

## **OBJETIVES**

- - To know and be able to plan, analyze and evaluate food and nutrition intervention programs in different settings.
- To be able to participate in food and nutrition education activities of the population, as well as healthy and sick subjects.

## CONTENTS

Topic 1. Introduction to nutrition education. Concepts and applications. Brief history of nutrition education. New technologies in nutrition education.

Topic 2. Dietetic-nutritional intervention programme: Definition and phases (a) Diagnosis of the nutritional situation; (b) Objectives and target population; (c) Design and planning of the intervention; (d) Training; (e) Development and implementation of the programme; (f) Results; (g) Evaluation of the project and (h) Transfer to nutritional objectives and dietary guidelines.

Topic 3. Analysis, planning, intervention and evaluation of food and nutrition programmes in different areas: health, education, justice and social welfare.

Topic 4. Role of the dietitian-nutritionist in the design of campaigns, programmes and informative and educational material for different communities.

Topic 5. Role of the dietitian-nutritionist in food and nutrition interventions in developing and emerging countries.

Topic 6. Participation of the dietitian-nutritionist in the different media (social networks, internet, press, radio, television, etc.).

## TEACHING METHODOLOGY

Theoretical classes: Theoretical classes will consist of lectures in which the student will be introduced to the fundamental contents of the subject. Questions will be proposed that exemplify the concepts developed or serve as an introduction to new content. In order to make it easier for the student to follow the lectures, the necessary teaching material will be provided through the Virtual Campus of the subject.

Practical classes and seminars: The practical classes will be oriented to the design by the student, of an educational intervention programme in nutrition and health and the development of strategies and teaching materials to promote healthy eating habits in different circumstances. In the seminars, various case studies will be analysed in which the contents developed in the lectures will be put into practice.

Tutorials: Students have tutorials at their disposal to resolve any doubts that may arise during their studies. These tutorials will be held in person at the times indicated by each professor and, exceptionally, virtually.

## EVALUATION CRITERIA

- The assimilation of theoretical knowledge will be assessed on the basis of written tests, the mark for which will correspond to 50% of the final mark. It will be necessary in any case to achieve a mark of 5 or more out of 10 in this test.
- The grade obtained in the evaluation of practical skills will account for 40% of the final grade and it will be compulsory to pass (5 out of 10) the practical part of the course to pass the subject.
- The continuous assessment of learning, in which the student's attitude and participation in classes, tutorials, presentations, debates, etc. will be assessed, will account for 10% of the final grade.

## BASIC BIBLIOGRAPHY

Beltrán B, Carbajal A, Cuadrado C, García-Diz L, Goñi I, Sierra JL. Innovadieta, Recursos en Internet para formación y prácticas de Dietética y Nutrición. Universidad Complutense de Madrid. 2013. Disponible en: <https://www.ucm.es/innovadieta/>

Cibanal, L.; Arce, M.C.; Carballal, M., Técnicas de comunicación y relación de ayuda en ciencias de la salud, Elsevier, 2010

CODINMA Colegio profesional de Dietistas-Nutricionistas de la Comunidad de Madrid. Competencias profesionales del dietista-nutricionista [https://www.codinma.es/wp-content/uploads/2022/11/COMPETENCIAS-DN-FINAL\\_24-11-2022.pdf](https://www.codinma.es/wp-content/uploads/2022/11/COMPETENCIAS-DN-FINAL_24-11-2022.pdf)

Contento IR, Koch PA. Nutrition Education: Linking Research, Theory, and Practice: Linking Research, Theory, and Practice 4th Ed . Jones and Bartlett Publishers, 2020

FAO <https://www.fao.org/nutrition/educacion-nutricional/es/>

Estudios, estrategias y programas de intervención nutricional-recursos en Internet:  
[www.ucm.es/innovadieta/estudios-de-referencia](http://www.ucm.es/innovadieta/estudios-de-referencia)

Gable, J., Counselling skills for dietitians, Blackwell, 2007.

Mataix, J.; Carazo, E., Nutrición para educadores, Díaz de Santos, 2005.

Nutrición y dietética basadas en la evidencia-recursos en Internet: [www.ucm.es/innovadieta/nube](http://www.ucm.es/innovadieta/nube)

Ortega, R.M.; Aparicio, A.; López-Sobaler, A. M., Educación nutricional, En: Tratado de Nutrición (tomo IV) (Ed. A. Gil), Editorial Médica Panamericana, 2025. Páginas 579-592.

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Vidgen, H (ed). Food Literacy. Key Concepts for Health and Education. Routledge, Londres 2016.