



Bring ideas to life
VIA University College

Exchange semester
Bachelor of Global Nutrition and
Health, weeks 35-04
Description of the 5th Semester

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1 Introduction

The content of the exchange semester is planned in accordance with the Curriculum for VIA Global Nutrition and Health and the Ministerial Order no. 504 of 30/05/2016 on the Professional Bachelor Programme in Global Nutrition and Health, Ministerial Order no. 1047 of 30/06/2016 on Academy Profession Programmes and Professional Bachelor Programmes, and the ministerial orders mentioned in Section 22. Authority.

2 Themes: Project Management, Intervention, and Innovation a Global Health Perspective

This semester focuses on project management with an innovative and entrepreneurial approach in a global health perspective. It examines how various scientific approaches and research methods can contribute to and complement each other, when working with local, national or global projects and interventions.

3 Semester structure

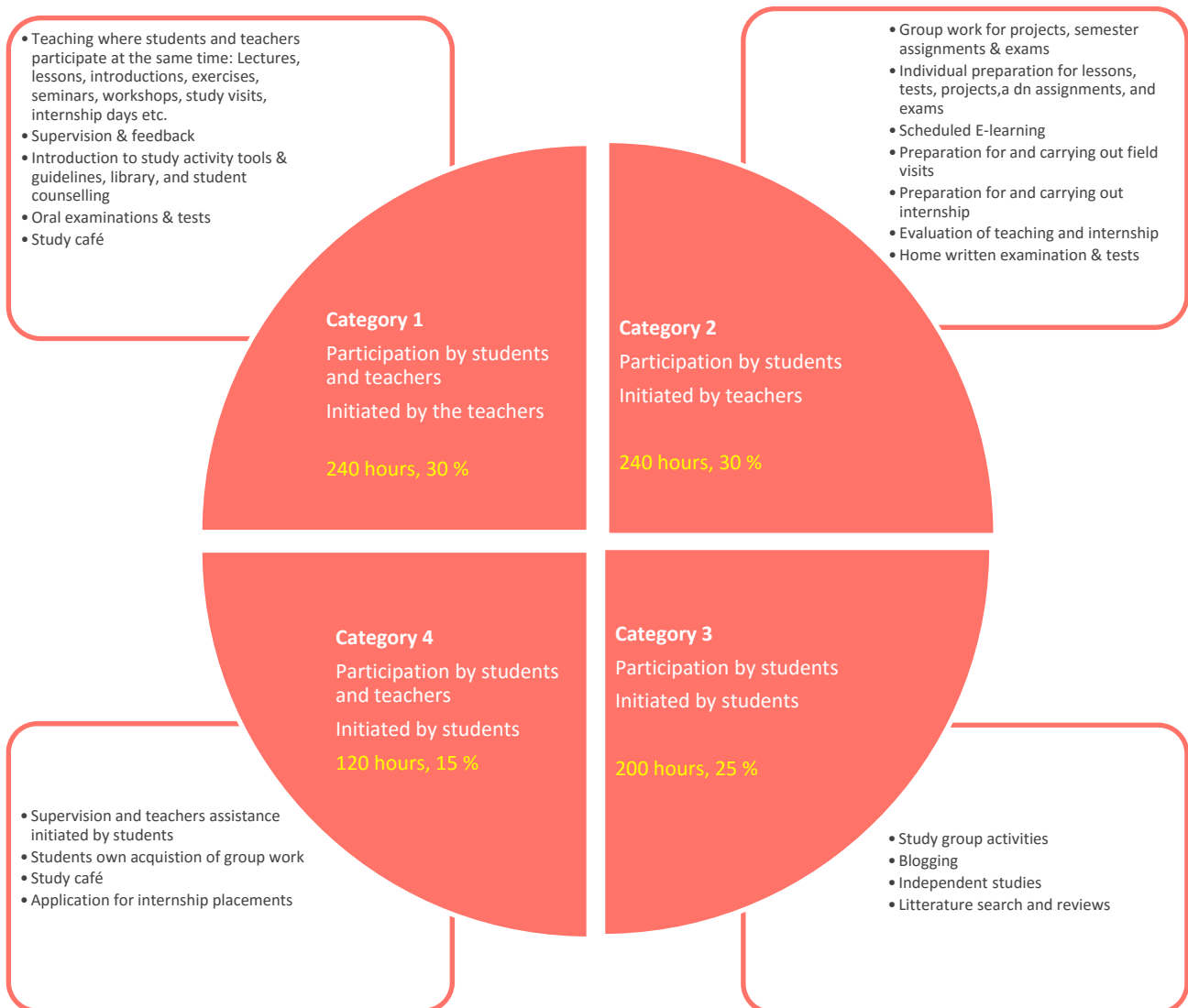
The semester is exclusively a theoretical semester.

4 Subjects

Subjects	ECTS
Project Management, Interventions, Innovation, and Entrepreneurship	6.5 ECTS
Health Economy	2.5 ECTS
Smoking Cessation	3 ECTS
Documentation and Evaluation	2.5 ECTS
Nutrition – Contemporary Issues	6.5 ECTS
Ethics	2 ECTS
Philosophy of Science	4 ECTS
Research Methods	3 ECTS
Total	30 ECTS

5 Study Activity Model

Below is an illustration of the distribution of time used for different study activities during the semester.



6 Learning outcome

During the semester, students can:

Knowledge

- Define, describe, compare, and reflect upon theories and methods used within global health, inequalities in health, global burden of disease, health promotion and disease prevention, didactics, education, project management, and research

- Describe, compare and criticize food- and health policies and various actors' and structures' influence on health promoting and disease preventing interventions
- Reflect on ethical problems
- Describe, compare and reflect upon innovation as a method to change practice and can describe simple implementation methods in relation to concrete target groups
- Name, describe, analyze and reflect upon methods and standards for quality assurance and quality development
- Describe and reflect on own professional practice as well as the tasks and responsibilities of the profession in an organisational, administrative and societal perspective, in relation to being an actor in the whole health care system
- Describe the priorities of professional efforts under the given conditions in the health care sector
- Define, describe, compare, and reflect upon philosophy of science, research methods and models for evaluation, quality assurance and – development, and also relate this knowledge to research development oriented work in a professional practice

Skills

- Analyze and evaluate interventions in order to promote sustainable living for all in all age groups
- Analyze and evaluate the need for, as well as mediate capacity building with the aim to strengthen individuals, groups and communities to act on determinants, that negatively influence health
- Mediate healthy living in heterogeneous and intercultural environments
- Perform situation-specific and professionally relevant communication, supervision, and counselling to humans in relation to health promotion in inter-professional practice
- Apply, assess and justify methods and standards for quality assurance and quality development
- Describe, analyze, apply and reflect on relevant study and work methods to search for, assess, and interpret empirical data, theory and research methods, as well as initiate and participate in innovation-, research and development-oriented work

Competencies

- Plan and carry out nutrition and health interventions from an ethical, holistic and inter-professional approach respecting cultural and social diversity
- Plan and carry out health promoting activities for individuals and groups
- Plan and independently assume responsibility for innovative and creative solutions in order to promote sustainable healthy living
- Plan and carry out educational activities in complex settings
- Identify and analyze own learning needs for the purpose of continuous professional development through reflection on one's own and others' practice
- Analyze and perform communication in various contexts, hereunder be part of equal, dialogue based and value-creating relations with humans and interdisciplinary cooperation partners
- Plan and independently enter into interdisciplinary and intersectorial cooperation, and based on a holistic approach, support people and communities as key-actors
- Apply professionally relevant technology, including information and communication technology, in the relevant context

- Create and take on the responsibility for quality assurance and quality development,
 - Show responsibility and keep up with professional development by analyzing own learning processes and development needs
-

7 Content

Project Management, Interventions, Innovation, and Entrepreneurship: 6.5 ECTS

- Project and society
- Characteristics of a project in relation to bureaucratic action
- Project definition, planning, execution, and evaluation
- Roles in a project and participant culture
- Project managing competences, leadership, and social competences
- Conflict solving and communication
- Effectiveness of working in a project team
- Interests and stakeholders
- Project and innovation
- Entrepreneurship
- Intervention in a practical perspective
- Intervention based theories
- Types of intervention
- Contextualized interventions
- Cultural diversity in interventions, national as well as international

Health Economy: 2.5 ECTS

- Terms and definitions
- Supply and demand
- Market failure
- Financing in health
- Economic evaluation
- Cost
- Utility
- Prioritizing in health care

Smoking Cessation: 3 ECTS

- Societal, sociological, and psychological aspects of smoking
- Pharmaceutical aids in relation to smoking cessation
- Planning and implementing simple prevention strategies in relation to smoking
- Planning and implementing smoking cessation courses

Documentation and Evaluation: 2.5 ECTS

- Quality standards in health systems
- Concepts and methods for quality development
- Selecting standards and defining indicators in nutrition and health
- Evaluation of health initiatives

Nutrition – Contemporary Dietary Issues: 6.5 ECTS

- Nutrient bioavailability
- Biomarkers
- Bioactive components
- Food additives
- The influence of fasting on health
- The effect and use of dietary supplements
- Guidelines for evaluation of contemporary diets
- Theoretical analysis of selected contemporary diets
- Living on the chosen diet for three days while completing a weighed food record

Ethics: 2 ECTS

- Ethical theories, problems, themes, and questions
- Ethics and values
- Ethics and views on human nature
- Ethical argumentation

Philosophy of Science: 4 ECTS

- Classical and modern philosophies of science
- Concepts of scientific knowledge
- Problems, themes, and questions in philosophy of science
- Science, society, and politics
- Science and ethics

Research Methods: 3 ECTS

- Questionnaires
- Statistics in relation to analysis of questionnaires
- Statistics in relation to studies in the field of nutrition and health
- Research ethics
- Statistics in relation to studies in the field of nutrition and health
- Research ethics

8 Teaching and learning methods

- Face to face learning in the classroom conducted by the lecturer
- Dialogue-based teaching including group work; PC-based and/or practical exercises
- Development of written and oral student presentations
- Independent studies and literature research
- Compulsory study activities and final examinations

9 Semester examination

The final examination of the semester focuses on a student chosen project and intervention.

9.1 Requirements prior to exams and the consequences of failing to meet these requirements

For their semester to be approved, students must comply with the exam requirement below. Students who fail to comply with the requirement will be deemed to have used one of their exam attempts (as per the Exam Order).

Only one requirement applies to completing this semester.

Students who fail to comply with this requirement will be deemed to have used one of their exam attempts.

Attendance is compulsory for the study activities included in the exam requirement. Students who fail to comply with the compulsory attendance requirement will not be allowed to finish the semester. Students who fail to comply with one or more of the requirements will be deemed to have used one of their exam attempts.

a) Project work and academic analysis

This exam requirement is based on the subject Nutrition – Contemporary Dietary Issues. It covers project work leading to an academic analysis of a popular alternative form of diet from a nutritional and health – as well as ethical and sustainable – perspective. The project work includes a number of practical study activities, report writing, oral presentation and peer review by other groups, as described below. The work is done in study groups set up by the students themselves and refers to a specifically selected alternative form of diet.

Objective: The objective of the assignment is to describe, analyse and evaluate a contemporary diet from a nutritional, health-related, ethical, environmental and sustainability perspective. With regard to the nutritional perspective, the diet must be analysed and compared with official nutrition recommendations and dietary guidelines. Another objective is for students to gain insight into everyday meal practices associated with the diet concerned.

Work method: The project work is done in groups of 3–4 students, based on systematic literature searches and dietary assessments. Students work on their projects throughout the semester.

Products:

- Written report
- Oral presentations with opponent groups

Compulsory practical activities:

- Students must plan and conduct an assessment of the diets of one or more people living on the specific alternative diet, using a relevant dietary assessment method.
- The students must also adhere to the diet themselves for three consecutive days, during which they weigh and record their food intake. Dietary calculations for the three days are made in VITAKOST.
- Food preparation day in the institution kitchen (room 43.14). A meal characteristic of the diet is prepared and presented to the class and evaluated from a nutritional perspective.

Formalities regarding the oral presentations:

Each group is allocated 30 minutes for their presentation, including five minutes for feedback from the opponent group. All group members must contribute actively during the presentation. The presentation must include a comprehensive introduction to the diet's structure and food-based dietary guidelines as described by the promoters of the diet. The diet's nutritional quality must be presented, emphasising both positive and negative aspects.

The oral presentations provide an opportunity for students to share the results of their analysis with the class, and to initiate discussion and/or dialogue with fellow students. Participation and attendance is compulsory for both one's own and the other groups' presentations. Reading and providing feedback on another group's written report is also compulsory. Feedback from the opponent group is given immediately after each presentation.

Formalities regarding the written report:

- The max. length for the written report is 24,000 characters incl. spaces, excl. list of contents, reference list and appendices.
- In the report, the students must state clearly who wrote which sections. The introduction, discussion and conclusion can be co-authored.
- Submission: The deadline for submission is announced at the start of the semester.

Content of the written report:

1. Introduction
 - 1.1 Research question
 - 1.2 Delimitation of the assignment
 - 1.3 Work method
2. The diet and the nutritional and dietary principles behind it, e.g.:
 - The diet's historical background and current popularity
 - The underlying dietary and nutritional principles
 - The ways in which the diet conforms to or differs from the official food-based dietary guidelines of a chosen country/area
 - A presentation of the author's/inventor's main arguments in favour of the diet (e.g. physiological, health-related, historical, cultural or environmental)
3. Nutritional assessment of the diet compared to official nutrition recommendations and dietary guidelines, based on data from:
 - the respondent's/people's diet
 - the student's own three-day weighed food records and calculations
 - the four-day dietary plan for a chosen type of person, including nutritional calculations
 - selected literature.
4. A presentation of the scientific evidence
A presentation of available scientific evidence in favour of or against the chosen diet
An evaluation of at least two selected studies, including a critical assessment of the studies' quality
5. A discussion of the diet in terms of the environmental and sustainability perspective
6. Discussion
7. Conclusion
List of references
List of appendices

The remedial option to requirement 3.5.4 a is project work and academic analysis:

- If the written report was not prepared based on the above criteria, the student may resubmit the report, remedying any defects and/or omissions.
- Students who fail to attend their own presentation or presentations by other students must produce a voice-over for the part of their own presentation for which they were responsible, along with a written summary of the key points of the other groups' presentations, based on the material that those groups make available on the intranet (e.g. PowerPoint files, posters and written reports).

The length of the summary depends on the number of presentations missed. For each presentation missed, students must write a summary of 2,300–2,500 characters.

9.1 Basis of the exam

Semester 5 concludes with the semester exam, which focuses on Project Management, Intervention and Innovation in a Global Health Perspective.

The exam for the subjects Research Methods, Documentation and Evaluation, Ethics, Health Economy, Philosophy of Science, Project Management and Interventions is based on a written assignment of 21,600–36,000 characters (9–15 standard pages), depending on the size of the group, and consists of the project and intervention chosen by the group and individual reflections. An oral group exam based on the written assignment is also held. It consists of a five-minute student presentation based on the assignment, followed by a general discussion of the students' projects and reflection on the knowledge and skills acquired during the module. The general exam lasts up to 60 minutes, depending on the size of the group.

The dates for exams and for the submission of and feedback on assignments will be stated in detail in a separate assignment description.

The semester exam covers the learning outcomes for the semester.

The exam is held at the institution at the end of the semester. The date and time of the exam is announced at the start of the semester.
assignment.

9.2 General criteria for exams

The exam is based on students' oral performance and their written product.

The semester exam is internal and assessed according to the 7-point grading scale by lecturers from the educational institution.

9.3 Re-examinations

If a student fails an exam or is absent due to illness, a re-examination will be scheduled approximately one month after the ordinary exam. The student will automatically be signed up for the re-examination. Students have a total of three attempts to pass each exam. If the exam is not passed at the third attempt, VIA University College is obliged to terminate the study. Under extraordinary circumstances, a fourth attempt may be granted. This requires a written application from the student, and the application will be processed in a team assigned for this purpose.

10 Evaluation

Quality control of the study programme is performed through various evaluation initiatives:

- Each teacher conducts a brief oral or written evaluation of his or her own subject at the end of the semester, and midway during the semester if necessary
- A net-based evaluation is conducted upon completion of the semester. A written report sums up the main points of the evaluation and provides suggestions for corrective measurements. The semester coordinator writes this report; however, all teachers provide input for corrective measurements.