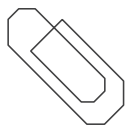


VIA University College



Exchange semester: spring semester
Weeks 05-26

Bachelor of Global Nutrition and Health
Description of the 2nd 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: Health Promotion and Applied Research Methods in Global Health

This semester focuses on health promotion, educational theory and practice, and research methods. The main subjects are health communication, health psychology, theories of motivation, health education, didactics and learning theories, and quantitative and qualitative methods.

3 Semester structure

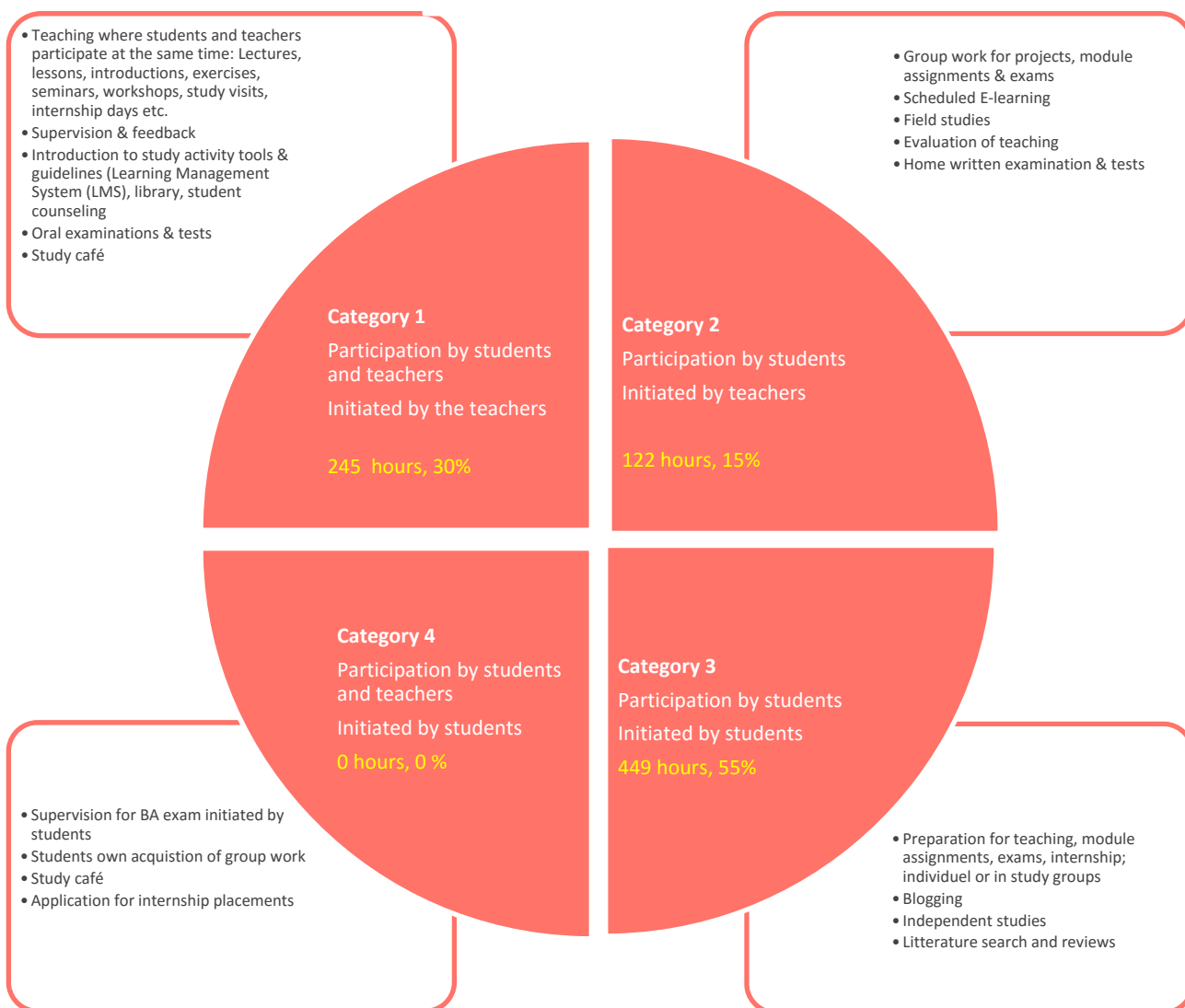
The semester is exclusively a theoretical semester in the sense that no internship is included. However, the teaching methods include practical applications of the subject matter, e.g. in exercises, casework, data collection, and the use of various tools and methods in a learning context.

4 Subjects

Subject	ECTS
Health Psychology	5 ECTS
Anthropology and Sociology	2 ECTS
Educational Theory and Practice	5 ECTS
Health Communication	5 ECTS
Basic Statistics	3 ECTS
Epidemiology	3 ECTS
Qualitative Methods	3 ECTS
Dietary Assessment and Anthropometric Measurements	4 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. Category 4 has not been included at this level. Study activities in category 4 require a level of independence and academic skills that students have not yet acquired at this stage. Therefore, the time for studying is distributed among categories 1, 2, and 3 only.



6 Learning outcome

During the semester, students are required to achieve the ability to:

Knowledge

- describe, analyze, and reflect upon contextual and structural factors' influence on healthy living
- 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, analyze, explain, and reflect upon how values, habits, perceptions, and beliefs interact with people's social and cultural practices
- describe and reflect upon the profession's use of information and communication technology and the impact of technology thereon
- define, describe, compare, and reflect upon the use of communication theory and methods, as well as the ability to describe, explain, and reflect upon the communicative impact in terms of dialogue and forming relations
- define, describe, compare, and reflect upon research methods, and relate this knowledge to research and development oriented work in a professional practice
- define, describe, compare, and reflect upon theory and practice applied within food, nutrition, food safety and food security as well as food and health policies

Skills

- analyze, evaluate, and justify the need for education, as well as work with motivation in individuals, groups, and local communities while also respecting cultural and social backgrounds
- mediate healthy living in heterogeneous and intercultural environments
- apply professionally relevant information-, communication-, and welfare technology, which considers humans' own resources to the largest extent possible
- perform situation-specific and professionally relevant communication in relation to health promotion in inter-professional practice
- analyze and evaluate the need for, as well as mediate capacity building with the aim of strengthening individuals, groups and communities to act on determinants that negatively influence health
- analyze and evaluate health habits and -status in order to promote healthy living and well-being among target groups with diverse social and cultural backgrounds
- 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 educational activities in complex settings
- plan and carry out health promoting activities for individuals and groups
- apply professionally relevant technology, including information and communication technology, in the relevant context

7 Content

Health Psychology: 5 ECTS

- Health psychology theories explaining and predicting health behavior
- The relationship between motivation, intention, and behavior
- Conscious decision making vs. automatic processes in health behavior (e.g., habits, temptation, self-control, decision making)
- Psychological interventions aimed at health behavior change

Anthropology and Sociology: 2 ECTS

- Habitus and forms of capital
- Social identity and group identity

- Governmentality

Educational Theory and Practice: 5 ECTS

- Educational theories, themes, concepts, and problems
- Didactics
- The role of the educator
- Education and health

Health Communication: 5 ECTS

- Communication models and tools
- Communication of nutrition and health promotion to individuals, groups, and communities
- Communication processes related to various groups
- Development of skills in producing written and oral communication

Basic Statistics: 3 ECTS

- Kinds of variables, distributions, and graphical illustrations
- Population, sample and sampling error
- Summary statistics for location, spread, and correlation
- Confidence intervals for means, differences between means, proportions, and ratios
- Hypothesis testing: t-test, one-way ANOVA, χ^2 -test and McNemar's test

Epidemiology: 3 ECTS

- Presentation of the hierarchy of evidence
- Basic epidemiology
- Guidelines for epidemiological study design: cohort-, case-control-, and cross sectional studies
- Guidelines for the randomized controlled trial (RCT)
- Presentation of systematic reviews, meta-analysis, and the Cochrane collaboration

Qualitative Methods: 3 ECTS

- Knowledge about and an understanding of different qualitative methods including e.g. individual qualitative interviews, focus group interviews, and observation
- Development of skills to use and assess qualitative studies in the fields of health, nutrition, foods, physical activity, and lifestyle in a critical manner
- Planning, generating, and processing qualitative data

Dietary Assessment and Anthropometric Measurement: 4 ECTS

- Dietary assessment methods (24-hour recall, FFQ, Weighed food record, Dietary history)
- Anthropometric measurements methods
- Principles of nutritional assessment of children
- Anthropometric measurements of under- and malnutrition
- Dietary calculation methods (manual calculations and computer-based dietary calculations)

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 Health Promotion and Applied Research Methods in Global Health and is split into two parts.

Part 2a covers 15 out of the 30 ECTS on the semester.

Part 2b covers 15 out of the 30 ECTS on the semester.

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

The requirements below must be met before students are permitted to sit the semester exam. Students who fail to comply with the requirement before the exam date will not be allowed to sit the exam and will be deemed to have used one of their exam attempts (as per the Exam Order).

Only one requirement applies to the exam in this semester.

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

a) Exercises in Dietary Assessments and Anthropometric Measurements

The compulsory attendance requirement for sitting the exam is based on the theory classes in Dietary Assessments and Anthropometric Measurement. It consists of four compulsory exercises in methods of dietary assessment and one in anthropometrics, all of which are followed by written progress reports. Students must also attend min. 80% of the classes.

The written progress reports are inserted into a single document (portfolio style), which will contain all of the reports by the end of the subject. The written document must be min. 14,400 and max. 21,600 characters (incl. spaces, excl. cover page, table of contents, appendices and list of references).

The exam requirement covers the following exercises and reports:

Exercises in methods of dietary assessment:

The purpose of the exercises in methods of dietary assessment is to ensure that students:

- Gain experience of using prospective and retrospective methods of dietary assessment
- Are trained in both manual and computer-aided diet calculations
- Gain experience of evaluating their own and other people's diets on the basis of current recommendations for energy, macronutrient and micronutrient intake, as well as current official food-based dietary guidelines (official national or international dietary recommendations)
- Learn how to draw up a Food Frequency Questionnaire and to process and present the data generated
- Learn to adopt a critical approach to the strengths and weaknesses of the individual methods of dietary assessment.

Exercise 1: 24-hour dietary recall interview

Students conduct a 24-hour dietary recall with a fellow student, manually calculate their dietary intake, write an assessment of the diet compared with the current official recommendations on energy and macronutrient intake and official food-based dietary guidelines, and critically assess the interview method. They then submit individual written reports on the results of the 24-hour dietary recall. Extent: 3,600–4,800 characters. All of the calculations as well as the completed interview questionnaire

must be attached as appendices. Templates for the interviews and manual calculations are available on the intranet.

Exercise 2: Food frequency questionnaire

Based on a problem chosen by the study group, the students, working in groups, draw up a food frequency questionnaire (FFQ). The problem and the questionnaire must be approved by the lecturer before the exercise begins. The FFQ is completed by 10–20 people. The students are responsible for recruiting respondents. The students then give an oral presentation including a visual summary of the results (in tables, figures, averages, etc.). Each group has approx. 15 minutes for the presentation. The completed FFQ is included in the portfolio.

Exercise 3: Weighed food record: Diary of four consecutive days of food intake, including weighing the food and quantifying physical activity

The students record and weigh all food and drink and keep a record of all physical activity over four consecutive days. The food and drink consumed are entered into a programme that calculates the average intake of energy, macronutrients and selected micronutrients. The students then assess the nutritional quality of the diet on the basis of current recommendations on intake of energy, macronutrients and micronutrients, as well as current official food-based dietary guidelines. The data regarding physical activity is used to calculate average PAL values and facilitate a more accurate assessment of the estimated average energy intake. The report must include a critical assessment of the method. Individual written report: Extent: 4,800–7,200 characters.

Exercise 4: Diet history interview

Diet history interview combines the prospective and retrospective methods of dietary assessment mentioned above with an interview about the respondent's dietary habits. The idea is to obtain in-depth knowledge of their habitual food intake and assess their diet in comparison with current recommendations for energy, macronutrient and micronutrient intake, as well as official food-based dietary guidelines. The students then draw up a proposal for optimising the respondent's diet. For the purposes of this exercise, fellow students act as the respondents. The written report includes an account of the methods used, a nutritional assessment of the diet, and a proposal for optimising the respondents' diets. Extent: 4,800–7,200 characters.

Exercise in anthropometric measurements

The purpose of the exercise in anthropometric measurements is to ensure that students:

- gain experience of using various methods of analysing body composition
- gain practical experience with both manual and computer-aided methods of measurement
- gain experience of assessing their own and other people's body composition, based on official national or international recommendations
- gain insight into how body composition analysis in connection with various dietary assessment methods can be utilised to assess dietary intake of individuals and groups
- learn to adopt a critical approach to the strengths and weaknesses of specific methods of analysing body composition.

The students analyse the body composition of a fellow student through manual measurements and calculations (based on skinfold measurements, waist circumference and hip/waist ratio) and by conducting computer-aided measurements (bioimpedance). The results are analysed and written up, and the body composition is compared with current recommendations. The students also evaluate the validity of the methods used. Individual written report: Extent: 2,300–4,800 characters. All calculations, along with the data sheet, must be attached as appendices.

The remedial option for students who fail to comply with exam requirement 3.2.4 a above Exercises in Dietary Assessments and Anthropometric Measurements depend on the requirement(s) with which they have failed to comply. Students who are unable to attend classes when the five exercises are held during the subject must use their own study time to complete the exercises and report on them, as per the stipulated

criteria. Students who fail to comply with the requirement for 80% compulsory attendance must also submit a written assignment that accounts for the theory behind the areas of use and practices for each individual method. Extent: Min. 10,000 characters, max. 12,000 characters. The institution specifies the submission deadline.

9.2 Examination forms

A joint grade will be given for the entire exam. This grade will be weighted according to the ECTS points of each part of the exam. Each partial exam (part 2a, part 2b) must be passed individually.

Exam 2a: "Theoretical foundations"

The exam is an individual oral exam.

It consists of 10 questions (each of which has three sub-questions). They will be available on WISEflow two weeks prior to the oral exam, which takes place at the end of the semester. On the day of the exam, students draw lots for one of the ten questions, which forms the basis for the exam.

Each student has 20 minutes to prepare in a separate room. All materials are permitted in the preparation room. Only personal notes made during the 20 minutes of preparation time are permitted in the exam.

A total of 20 minutes are allocated for the exam and assessment of each student (15 minutes for the exam, five minutes for deliberation, etc.). The students leave the room during the deliberations. They are then called back to be told their grades and receive very brief feedback.

Exam 2b: "Health Communication Strategy"

The final exam in Health Communication Strategy consists of an individual oral exam based on a written group assignment. The focus is on the development of a health-communication strategy, based on data collected by the students and relevant theories from sociology and anthropology. A single grade is awarded on the 7-point grading scale, covering both the written report and the individual oral exam. The exam is assessed internally.

The written assignment is max. 36,000 characters for groups of three. For groups of four, add an extra 2,400 characters, for groups of five an extra 4,800 characters. Each student's contribution must be clearly identified. The introduction and conclusion can be co-authored. The assignment must be submitted online via WISEflow.

As part of the written assignment, students will be required to recruit relevant interview subjects and then plan, generate, process and analyse interview data, either as a focus group or as individual interviews, and discuss the findings in a sociological/anthropological perspective. Subsequently, students will present a way to convey the results of the interviews to a chosen target group and thereby demonstrate skills in oral and written communication.

The written assignment forms the basis for the oral individual exam. A total of 25 minutes are allocated for the exam and assessment of each student (10 minutes for student presentation, 10 minutes for the exam and five for deliberation etc.). The students leave the room during the deliberations. They are then called back to be told their grades and receive very brief feedback.

The semester exam covers the learning outcomes for the semester. The date and time of the exam is announced during study start.

9.3 Basis of the exam

The exam is based on the student's oral performance in part exam 2a and their oral and written performances in part exam 2b.

Assessment

Both part exams are assessed separately. When both have been passed with a minimum grade of 02, an overall grade is awarded. The two part exams are given equal weighting in the grade.

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

Study aids

Study aids are permitted for part exam 2a.

Study aids are permitted for part exam 2b.

Language

Both exams are in English.

9.4 General criteria for exams

For each exam, a document stating the specific requirements for the exam will be uploaded to Studynet. General criteria involve for example guidelines for layout, format, content, and volume, as well as the proportional inclusion of the subjects involved in the exam.

9.5 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.

Evaluation

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

- A dialogue based class evaluation is scheduled approximately halfway through the semester. This will involve both students, the semester coordinator, and the study programme coordinator.
- 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.