



Bring ideas to life  
VIA University College

**Exchange semester**  
**Bachelor of Global Nutrition and**  
**Health, weeks 05-26**  
**Description of the joint 4<sup>th</sup> and 6<sup>th</sup>**  
**semester**

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## 1 Content

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.

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## 2 Theme: Interventions in a Lifecycle Perspective and Global Nutrition and Public Health Promotion

This semester focuses on nutrition and interventions targeting all at all ages in real life settings. Main subjects are lifespan nutrition, physical activity, planning and intervention theories and tools. This semester also focuses on the promotion of public health in a local, national and global perspective. Public health nutrition issues serve as a foundation for the development and implementation of public health policies.

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## 3 Structure

The semester is a theoretical semester. 30 ECTS are theoretical subjects.

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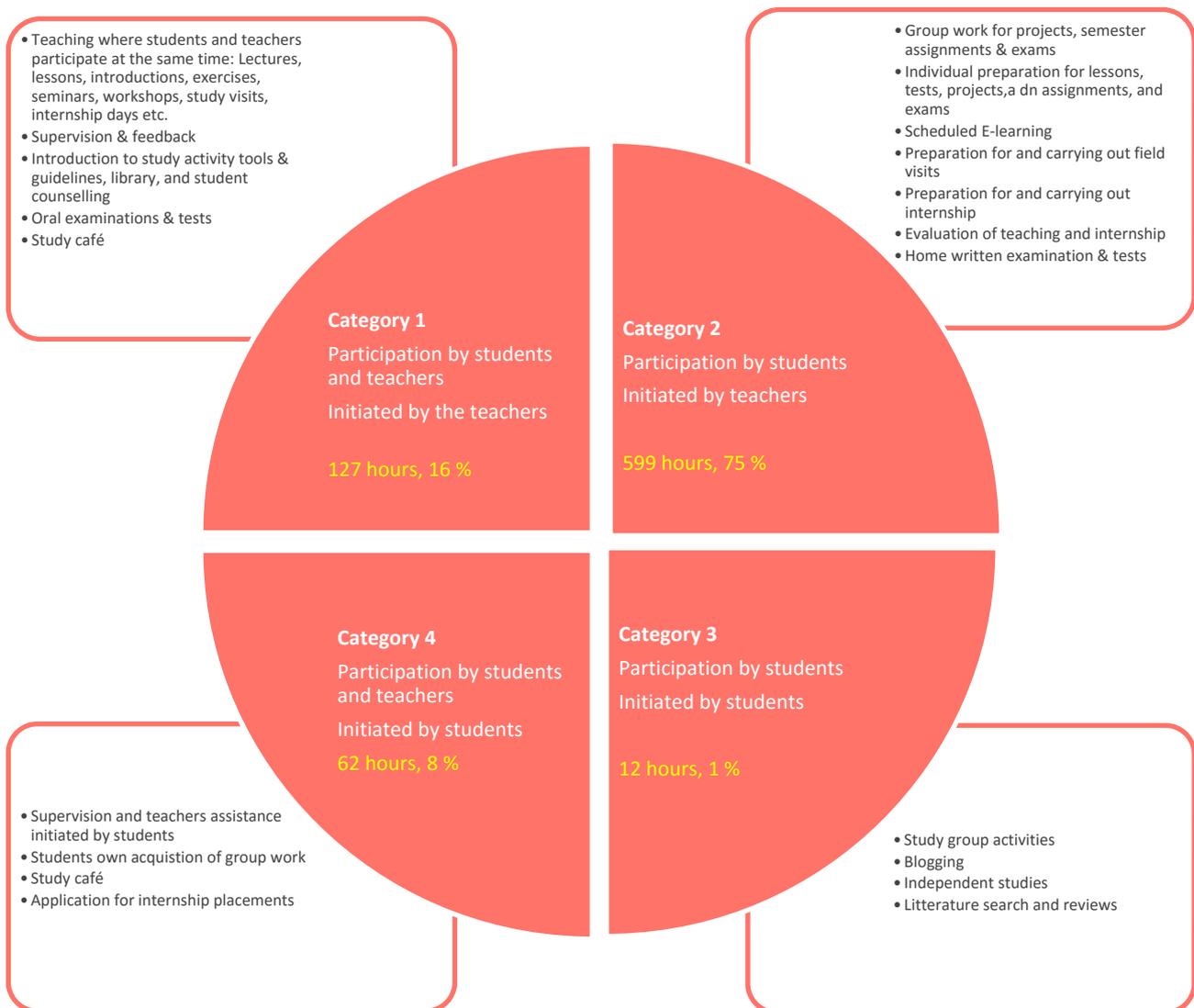
## 4 Subjects

<b>Subjects</b>	<b>ECTS</b>
Lifespan Nutrition	4.5 ECTS
Physical Activity	4.5 ECTS
Health Counselling	6 ECTS
Public Health Nutrition	5 ECTS
Health Policy Implementation	3 ECTS
Public Health and Health Promotion	4 ECTS
Philosophy of Intervention	3 ECTS
<b>Total</b>	<b>30 ECTS</b>

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## 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

- Describe, analyze and reflect upon theory and practice applied within food, nutrition as well as food and health policies

- Define, describe, compare and reflect upon theory and methods used within global health, inequalities in health, global burden of disease, health promotion and disease prevention, didactics, health education, entrepreneurship, project management and research
- Describe, analyze and reflect upon contextual and structural factors' influence on healthy living
- Describe, explain and reflect upon how values, habits, perceptions and beliefs interact with people's social and cultural practices
- Describe, analyze and reflect upon humans' goals and can be part of related inter-professional and inter-sectorial cooperation
- Can reflect on ethical problems
- Define, describe, compare and reflect upon the use of communication theory and methods and the communicative impact in terms of dialogue and forming relations
- 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

### **Skills**

- 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
- Analyze and evaluate interventions in order to promote sustainable living for all in all age groups
- Work with motivation in individuals, groups and local communities respecting cultural and social backgrounds
- 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 inter-professional and inter-sectorial collaboration in various contexts
- Apply professionally relevant information-, communication-, and welfare technology, which to a largest extent possible considers humans' own resources
- Analyze and evaluate interventions in order to promote sustainable living for all in all age groups
- Analyze and justify food- and health policies in local, national, regional and international contexts for the purpose of achieving food safety and sustainable use of resources

### **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
- 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 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 assume responsibility for development and evaluation of food- and health politics in institutional, local and national environments
- 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

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## 7 Content

### **Lifespan Nutrition: 4.5 ECTS**

- Nutrition and dietary recommendations for children, pregnant women, nursing women, adults, elderly and citizens with physical and/or intellectual disabilities
- Meal and eating patterns in relation to various population groups
- Appetite regulation in relation to weight loss and weight maintenance

### **Physical Activity: 4.5 ECTS**

- Physical activity interventions in relation to specific target groups
- Types of physical activity and exercise
- Physical activity in the prevention and treatment of lifestyle diseases
- Long-term effects of physical activity and training.
- The concept of lifestyle, sport, and physical activity
- Historical perspectives and discussions of physical activities as ends or means
- The concept of the body
- Sociological models and theories
- Environmental influences on sport and physical activities, sports organizations in society, welfare policies, and sports economy in various countries
- Society and individualization in late modern society.
- The structure and function of skeletal muscles, the cardiovascular system, the pulmonary system, and the endocrine system
- The cardiovascular system regulation and capacity
- Substrate metabolism during rest and physical activity
- Recommendations for physical activity

### **Health Counselling: 6 ECTS**

- Communication techniques in individual health counselling
- Various theories and approaches to psychological intervention in relation to lifestyle changes
- Ethics in counselling
- Client-counsellor relationship
- Nutrition counselling methods
- Dietary interview
- Food exchange lists
- Designing dietary suggestions

#### **Public Health Nutrition: 5 ECTS**

- The prevalence of malnutrition and undernutrition issues in a global perspective
- Structural, societal, cultural and economic perspectives on the presence of malnutrition and undernutrition in a global perspective
- Assessing existing public health nutrition initiatives and interventions targeting vulnerable population groups from an evidence-based perspective
- Measures to improve the nutritional quality of diets when food security is low
- Measures to improve the nutritional quality of diets in populations with a high level of food security

#### **Health Policy Implementation: 3 ECTS**

- The political process
- Decision-making theory
- Street level bureaucracy
- Inter- and intra-organizational behaviour.
- Target group behaviour
- Output and outcome

#### **Public Health and Health Promotion: 4 ECTS**

- Inequalities in health and nutrition
- Prevention and health promotion
- Different levels of society in a health promotion perspective
- Public health field and skills
- Evidence-based public health
- Health determinants

#### **Philosophy of Intervention: 3 ECTS**

- Philosophical perspectives on ideas of healthy lifestyle, health promotion and disease prevention
- The ontology, epistemology, and axiology of anticipatory intervention
- Utopian and potential dystopian elements in ideas of health intervention

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## **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
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## 9 Semester examination

The final examination of the semester focuses on interventions in a lifecycle perspective and consists of two exams.

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

There are no requirements prior to exams.

### 9.2 Examination forms

#### **Part A: “Interventions in a Lifestyle Perspective”: Lifespan Nutrition (4.5 ECTS), Physical Activity (4.5 ECTS), Health Counselling (6 ECTS)**

The students conduct min. three counselling sessions (approx. one hour per session) with a practice client. The term “practice client” indicates that the counselling is free, that the client has been informed that the counsellor is a student, and that the main purpose of the session is to provide the student with practical experience. Students are responsible for recruiting their own clients. The client must not be the student’s friend, relative, roommate, girl/boyfriend, etc. Ideally, the client should be in no way personally acquainted with the student. Advice on recruiting clients will be given in class. At the beginning of the semester, students are given a recommended timetable for the three sessions, which fits in with relevant teaching throughout the semester.

As the basis for the oral exam, the student must upload *a video clip, a client consent form and a synopsis* to WISEflow.

#### Video clip:

Students must submit a 2–4-minute video from one of the counselling sessions for the exam. Students must record all of the sessions to ensure that they have the best possible raw material from which to make their selection. For the exam, students select video clips that demonstrate a dilemma for the counsellor, a challenge, a specific technique or something else relevant to the curriculum for the semester that they would like to discuss. It is essential that the clip conveys the counsellor’s actions/reactions (as opposed to, e.g. the client merely telling their story) in order to facilitate an evaluation of the students’ counselling skills. However, these skills can also be demonstrated by showing less-than-ideal behaviour on the part of the counsellor, in order to explain during the exam what they should have done, why and how.

Uploaded videos that do not show the counsellor’s face, that lack either picture or sound, or that fail in some other way to adequately show the counsellor’s actions/reactions, will be deemed unusable and the student will not be allowed to take the exam. The student must then submit a new clip. However, they are entitled to use the same client, synopsis and consent form if they so wish.

### Client consent form:

A consent form is available on Studynet. It informs the client about the legal and practical terms for the counselling, and documents that the client has received and accepted the terms and received the counselling. The client must read and sign the consent form before the first counselling session. The form must be signed again once all of the sessions have concluded. A copy of the signed form is submitted along with the exam synopsis and the video clip, and serves as documentation that the sessions took place. It is the students' responsibility to check that consent forms are completed correctly. They may be rejected otherwise. Students who fail to submit one or more of the three items – synopsis (see below), video clip or consent form – before the deadline will not be eligible to sit the exam.

### Synopsis:

During the counselling sessions, students identify a dilemma for the counsellor, a challenge, a specific technique or something else relevant to the curriculum for the semester that they would like to discuss during the exam. This is then narrowed down to a problem formulation and phrased as a *question*. Students select a video clip that shows 2–4 minutes of a counselling session that illustrates the problem. The focus must be on the counsellor's (re)action(s) (see above). The purpose of the synopsis is to present the problem and the client, as well as the theoretical foundation for a discussion of the problem which takes place during the oral exam. Guidance on the structure of the synopsis will be given in class at the beginning of the semester.

The max. length for the synopsis is 7,200 characters (incl. spaces, excl. cover page and bibliography).

### Oral exam:

Five cases will be uploaded to WISEflow two weeks before the exam. At the individual oral exam, students draw lots for one of the five cases. The exam takes its starting point in this case. Students give a short presentation (approx. 10 mins.) in which they respond to the questions in the case description. The presentation, synopsis and video clip are the focus of a discussion between the examiners and student lasting approx. 20 minutes. The examiners then deliberate, inform the student of their grades and provide brief, oral feedback.

### **Part B: A cross-disciplinary examination in Public Health Nutrition (5 ECTS), Public Health and Health Promotion (4 ECTS), Health Policy Implementation (3 ECTS) and Philosophy of Intervention (3 ECTS)**

The exam is an oral exam based on a written synopsis. The part exam covers Public Health Nutrition, Public Health and Health Promotion, Health Policy Implementation and Philosophy of Intervention. The exam comprises a written assignment followed by an individual oral exam.

The synopsis must be max. 14,400 characters incl. spaces (approx. six standard pages) for individuals, with an additional 2,400 characters per extra student in groups.

In addition to syllabus literature, students are required to conduct a systematic literature search and include at least two scientific papers that address the selected problem.

At the oral exam 25 minutes are allocated per student: 10 minutes for the student presentation, 10 minutes for discussion and the lecturer/external examiners' questions, and five minutes for deliberation and grading.

The part exams cover 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 during study start.

### **9.3 Basis of the exam**

The exam is based on students' oral performance and the written synopsis.

### **9.4 General criteria for exams**

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

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.

Part-exam a is an internal exam conducted and assessed by lecturers from the educational institution. Part exam b is an external exam conducted by one or more lecturers from the educational institution and an external examiner.

### **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.

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## **10 Evaluation**

Quality control 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 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.