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| MODULE SPECIFICATION TEMPLATE |

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| MODULE DETAILS | | | | | | | | | | | | | | | | | | | | |
| **Module title** | **Nutrition in Public Health** | | | | | | | | | | | | | | | | | | | |
| **Module code** | **MDM83** | | | | | | | | | | | | | | | | | | | |
| **Credit value** | 20 credits | | | | | | | | | | | | | | | | | | | |
| **Level**  Mark the box to the right of the appropriate level with an ‘X’ | Level 4 |  | | Level 5 | | |  | Level 6 | | | |  | | Level 7 | | | X | Level 8 |  | |
| Level 0 (for modules at foundation level) | | | | | | | | | | |  | |  | | | | | | |
| ***Entry criteria for registration on this module*** | | | | | | | | | | | | | | | | | | | | |
| **Pre-requisites**  Specify in terms of module codes or equivalent | Students must be registered on a higher degree programme (M level or higher) or be employed in an area where knowledge of Nutrition is a requirement for achieving their day-to-day activities/research.  Normal entry requirement for the Graduate Programme will apply | | | | | | | | | | | | | | | | | | | |
| **Co-requisite modules**  Specify in terms of module codes or equivalent |  | | | | | | | | | | | | | | | | | | | |
| ***Module delivery*** | | | | | | | | | | | | | | | | | | | | |
| **Mode of delivery** | Taught | | X | | Distance | | | |  | | Placement | | | | |  | Online | | |  |
|  | Other | |  | | | | | | | | | | | | | | | | | |
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| **Pattern of delivery** | Weekly | |  | | Block | | | | X | | Other | | | | |  | | | | |
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| **When module is delivered** | Semester 1 | | | |  | Semester 2 | | | | | | | X | | Throughout year | | | | |  |
| Other | |  | | | | | | | | | | | | | | | | | |
| **Brief description of module content and/ or aims**  Overview (max 80 words) | This module is designed to cover the general principles of applied nutrition, nutrition guidelines and recommendations, and the cultural and societal dynamics of food choices, including the effects of nutrition misinformation on such choices. An inter-professional and multidisciplinary approach will be used. | | | | | | | | | | | | | | | | | | | |
| **Module team/ author/ coordinator(s)** | Carol Williams, Senior Lecturer, School of Health Sciences , University of Brighton | | | | | | | | | | | | | | | | | | | |
| **School** | Division of Medical Education, BSMS | | | | | | | | | | | | | | | | | | | |
| **Site/ campus where delivered** | Falmer | | | | | | | | | | | | | | | | | | | |
| ***Course(s) for which module is appropriate and status on that course*** | | | | | | | | | | | | | | | | | | | | |
| **Course** | | | | | | | | | | **Status (mandatory/ compulsory/ optional)** | | | | | | | | | | |
| MSc Public Health | | | | | | | | | | Mandatory | | | | | | | | | | |
| MSc Leadership & Commissioning | | | | | | | | | | Optional | | | | | | | | | | |
| MA International Health Promotion | | | | | | | | | | Optional | | | | | | | | | | |

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| MODULE AIMS, ASSESSMENT AND SUPPORT | | |
| **Aims** | This module aims to introduce students to essential knowledge and skills needed to be effective practitioners in nutrition in-line with the National Public Health Skills Framework. | |
| **Learning outcomes** | Critically appraise nutrition policies, programme, principles and guidelines as they apply to Public Health.  Develop a systematic understanding of behavioural techniques available for lifestyle change interventions.  Identify the wider economic, cultural and psycho-social determinants of food choice, and inequalities in diet and diet-related health | |
| **Content** | * National and International Nutrition Issues – Policy and Epidemiology * Basic nutrition principles   + Nutrition recommendations and dietary guidelines, understanding DRVs   + Methods of assessment anthropometry and dietary recall * Nutrition in the Life Cycle   + Pregnancy and infancy   + Young children   + School age children   + Adult   + Nutrition in older people * Food labelling, advertising and marketing * Behavioural techniques and lifestyle change * Concepts of Food choice – whose choice, individual , corporate and governmental action * Assessing own diets and evaluation of food diaries * Delivering nutrition care – how to create an effective practice set up * Current controversies in nutrition: diets, supplements and vitamins | |
| **Learning support** | A list of core / recommended reading is available on the virtual learning environment StudentCentral  Reading List:  **Books**  Barasi, Mary E. and Dawsonera, 2003. Human nutrition: a health perspective, London: Arnold.  Geissler, Catherine and Powers, Hilary J., 2011. Human nutrition, Edinburgh: Churchill Livingstone.  Gibney, Michael J. et al., 2011. Nutrition and metabolism, Oxford: Wiley-Blackwell.  Gibney, Michael J. and Nutrition Society, 2004. Public health nutrition, Oxford: Blackwell Science.  Great Britain, 2012. Manual of nutrition, London: Stationery Office.  Webb, Geoffrey P., 2012a. Nutrition: maintaining and improving health, London: Hodder Arnold.  Webb, Geoffrey P., 2012b. Nutrition: maintaining and improving health, London: Hodder Arnold.  **Websites**  CG43NICEGuideline.pdf (application/pdf Object). Available at: http://www.nice.org.uk/nicemedia/pdf/CG43NICEGuideline.pdf.  Download Diabetes; Writing a food diary and food diary sheets. Available at: http://www.greenbookee.com/get-book?file=DiabetesFoodDiaryInstruct-trh-d3821262571.  Food Standards Agency - Low Income Diet and Nutrition Survey (archived). Available at: http://tna.europarchive.org/20110116113217/http://www.food.gov.uk/science/dietarysurveys/lidnsbranch/.  Healthy food & activity tips for you & your kids | Change4Life. Available at: http://www.nhs.uk/Change4Life/Pages/change-for-life.aspx.  Home: Public Health England Obesity Knowledge and Intelligence team. Available at: http://www.noo.org.uk/.  Lose weight - Live Well - NHS Choices. Available at: <http://www.nhs.uk/livewell/loseweight/Pages/Loseweighthome.aspx>.  Obesity - Search Results - Evidence Search - Search Engine for Evidence in Health and Social Care. Available at: <https://www.evidence.nhs.uk/topic/obesity>.  Online Food Diary with Exercise Log and iPhone, iPad, Android, and BlackBerry Calorie Counter. Available at: http://www.mynetdiary.com/.  30AD. Robert Lustig - Bad Sugars: Addictive and Hazardous to your Health. Available at: <http://www.youtube.com/watch?v=aXlL7yWtAAg>.  19AD. Sugar, Salt and Supplements: Sorting the Science. Available at: <http://www.youtube.com/watch?v=qbKZYryRl4M>.  Tackling obesities: future choices - GOV.UK. Available at: <https://www.gov.uk/government/collections/tackling-obesities-future-choices>.  UK Health Forum - Welcome. Available at: <http://www.ukhealthforum.org.uk/>.  Weight Concern | Fighting obesity with knowledge. Available at: <http://www.weightconcern.com/>.  World Obesity Federation | Obesity the Global Epidemic. Available at: <http://www.worldobesity.org/iotf/obesity/obesitytheglobalepidemic/>. | |
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| ***Teaching and learning activities*** | | |
| **Details of teaching and learning activities** | Lectures, discussion, debate, role-plays, developmental case studies, videos, self directed learning , blended learning | |
| **Allocation of study hours (indicative)**  Where 10 credits = 100 learning hours | | **Study hours** |
| **SCHEDULED** |  | **35** |
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| **GUIDED INDEPENDENT STUDY** |  | **165** |
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| **PLACEMENT** | N/A |  |
| **TOTAL STUDY HOURS** | | **200** |
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| ***Assessment tasks*** | | |
| **Details of assessment on this module** | A 3,000 word assignment on a topic related to nutrition or of interest to the students work practices will be agreed with the module leader. Students will be expected to identify and appraise a public health nutrition problem and propose an appropriate evidence-based course of action, thus preparing them for project development work in practice. | |
| **Types of assessment task[[1]](#footnote-1)**  Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression. | | **% weighting**  (or indicate if component is pass/fail) |
| **WRITTEN** |  |  |
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| **COURSEWORK** | Written assignment | 100 |
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| **PRACTICAL** |  |  |
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| EXAMINATION INFORMATION | | | | |
| **Area examination board** | DME – Area Examination Board | | | |
| Refer to University for guidance in completing the following sections | | | | |
| ***External examiners*** | | | | |
| **Name** | | **Position and institution** | **Date appointed** | **Date tenure ends** |
| Dr Vicki Taylor | | Senior Lecture, Faculty of Health and Social Science, London South Bank University | Feb 2014 | Feb 2018 |

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| QUALITY ASSURANCE | | | | | |
| **Date of first approval**  Only complete where this is not the first version | Nov 2007 | | | | |
| **Date of last revision**  Only complete where this is not the first version | June 2015 | | | | |
| **Date of approval for this version** | June 2015 | | | | |
| **Version number** | 4 | | | | |
| **Modules replaced**  Specify codes of modules for which this is a replacement | NA | | | | |
| **Available as free-standing module?** | | Yes | X | No |  |

1. Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task. [↑](#footnote-ref-1)