Center for International Programs and Sustainability Studies
Course name: Health & Nutrition: A Sustainability Approach
Course code: HHD-1070
Total contact hours: 60
Pre-requisites: Presential modality

COURSE DESCRIPTION

This class introduces the study of a systemic interdisciplinary view of human nutrition aspects with sustainability insights. No college-level science background is required; rather, the course will provide elementary aspects of the several basic sciences that are needed. Its main aim is to provide a holistic nutrition background that will help students make appropriate, informed choices from the vast array of foods available in 21st century's marketplace. It is expected that students will obtain a general panorama about a wide range of current health issues that are related with nutrition in this century. This course is designed for the person who wants an overall introduction to nutrition within a sustainability perspective and, who may later choose a major in it, or simply wants to improve his/her health and wellbeing, learning the impacts that modernity vicissitudes have posed to our health because of the food and planet unsustainable decisions we´ve made.

This course shows an overview of how foods are altered nowadays, making linkages with agriculture, food industries and sustainability issues of current interest. Students will obtain a general overview of what nutrients and foods are, and their power for both good health or disease (food production, additives, pesticides, and hidden issues in food nowadays are discussed). Besides, we will reflect on the impacts each one of us is making on Earth and in

each one of our´ body-minds´ care and balance. A main aim is help students connect with current lifestyles –where toxic-free foods, supplements, organic meals, home-gardens, regenerative agriculture, applied sustainability, and dense nutritional options, are health and environment solutions already present. Another primordial aim is help students get a different perspective of their future life and career.

COURSE PRE-REQUISITES

It is recommended, but not mandatorily required, that students come from a college-major field related to sustainability, environment, or health.

AUDIENCE

This course is structured for international students attending the Study Abroad Program at an LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelor´s in Sustainability Management or Business Administration programs."

This course belongs to the CIPSS health and wellness area, its nature is interdisciplinary combining theory with demos and in-presence workshops, practices and/or fieldtrips. This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

How to apply a systemic view of nutrition and sustainability for fostering human´s and planetary health?

In order to respond this question, we will study the following **generative topics**:

- The importance of food and nutrition in current world´s context, focusing the role of environment, food production, standardized American diet and lifestyle choices.

- The function and essentiality of main nutrients for maintaining the human´s homeostatic balance and the costs of over and/or under consumption of those.
- The basic chemical nature of main macronutrients (carbohydrate, protein, lipid, water) and an overall view of the nutrient composition of foods; and the main functions of selected relevant micronutrients (vitamins and minerals).
- A general and broad overview of the physiological basis for nutrient requirements during different life stages (pregnancy, lactation, infancy, childhood, adolescence, old age), tied with current sustainability issues that might explain some common imbalances 'epidemics.
- Causes of selected food borne illnesses & mind-body imbalances tied with the (un-) healthy food options available and unconscious's eating-practices nowadays.
- Global and local cases of food and nutritional security: Ageing and Blue zones.

Along the course, the following **skills** will be fostered:

- Ability to integrate food security, the "*NEW NUTRITION SCIENCE CONCEPT*" and sustainability definitions for encouraging proper nutrition for human wellbeing.
- Ability for understanding main nutrients function along our lives.
- Ability for critical and historical analysis of 21st century unsustainable practices.
- Ability for describing widely disseminated common counter-nutrition practices.
- Ability for analyzing the importance of the way we eat nowadays, exploring different sustainable food approaches to improve our personal health and wellbeing.

Among the **values** and **attitudes** that will be promoted among students are the following:

- Teamwork and leadership.
- Systemic thinking.
- Logical and communicative intelligence.
- Problem solving.
- Learning how to learn.
- Respect for diverse thinking and for integrative knowledge.

COMPETENCIES, CRITERIA AND EVIDENCE

At Veritas´ University competencies are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course. The student:

Competencies	**Key competences**	**Learning Assessments**
Effectively **integrates** the notions of food security and sustenance with those of sustainability, to promote lifestyles and optimal wellness practices.	**Identifies** main global and local issues of health and sustainability, related with todays´ nutrition and food production.	○ Reading analysis ○ Learning Journal ○ Discussion of issues
	Demonstrates a wide and general understanding of available basic concepts and resources on nutrition and food security.	○ Participative activities in workshops and fieldtrips ○ Documentary film analysis ○ Documental investigation
	Differentiates main functions & essentiality of key nutrients, and the consequences of their current imbalances in modern world.	○ Readings for Essay ○ Essay ideas sharing ○ Essay documents
	Understands the importance of human homeostatic balance tied to the Earth homeostasis.	○ Essay paper ○ Project data ○ Journal/Logbook elaboration
	Realizes the importance of	○ Data analysis and discussion

	sustainable lifestyles and toxic-free nutritional practices for an optimal wellbeing.	on fieldtrips and workshops ○ Research Project ○ Project Report
General competencies	**Performance criteria**	**Performance evidence**
Integrates the necessary knowledge, skills, and attitudes in a strategic and flexible way to learn continuously considering the relation of new information with previous mental schemes and the possibility of a new mental scheme use.	**Learning to learn competence.**	○ Mind map ○ Readings´ discussion and analysis ○ Study case analysis ○ Essays
Integrates the knowledge, skills, and attitudes necessary to learn the skills of teamwork and leadership, including mentoring and evaluation.	**Teamwork and leadership competence.**	○ Final Oral Presentations ○ Project Report ○ Class/fieldtrip (workshops) reports

COURSE CONTENTS

Unit I: NUTRITION AND ITS RELATIONSHIP WITH SUSTAINABILITY

Module I.1: Nutrition & sustainability: Course´s perspective

- *Main-theme No. 1*: A general overview of health, nutrition, and sustainability -*Why a course on nutrition tied with sustainability?*
- *Main-theme No. 2*: Main nutrient types -*An introductory & interdisciplinary view of food components and their core functions*
- *TOPICS*: (1) Importance of health and nutrition in current world´s context; (2) Basic nutrition concepts, food culture and sustainability; (3) Macronutrients and micronutrients: A primer; (4) Food that doesn´t deserve its name.

Module I.2: Nutrition: A primer on the digestion process at the 21st century

- *Main-theme No. 3*: Human nutrition and counter-nutrition: *Do we have choices?*
- *Main-theme No. 4*: Digestion process: *An overall view and its main importance in health and sustainability.*
- *TOPICS*: (1) Science & research in nutrition; (2) Measurements in nutrition and nutritionist´s slang; (3) A general overview of the digestion physiological process and the digestive system and its main connections with other organ systems; (4) An updated view of digestion and its relevance to health and sustainability.

Module I.3: The links between sustainability and nutrition

- *Main-theme No. 5*: Sustainability and the new nutrition science concept -*The links*
- *Main-theme No. 6*: The Best human diet -*Does it really exist?*
- *TOPICS*: (1) Sustainability - What it is and what it demands? (2) Current issues that link sustainability and food production and availability (chemical farming, green revolution, GMOs, Green markets, circular economy). (3) The perfect human diet - Does it really exist? (4) The links between nutritional and sustainability sciences.

Module I.4: UNIT 1 - LEARNING ACTIVITIES (30%)

- JOURNAL PRESENTATION – About the main learnings obtained along unit 1 (10)
- DOCUMENTARY ANALYSIS PRESENTATION – About a specific documentary (20)

Unit II: MACRONUTRIENT'S OVERVIEW: A SUSTAINABILITY PERSPECTIVE

Module II.1: Carbs -The grain brain

- *Main-theme No. 7*: Water and alcohol: A nutritional & cultural overview
- *Main-theme No. 8*: Carbohydrates: A nutritional & sustainability perspective
- *TOPICS*: (1) Definition, sources, and structure; (2) Digestion process and main functions; (3) Nutrition bits & health issues; (4) Sustainability tips.

Module II.2: Proteins -Only from animal sources?

- *Main-theme No. 9*: Proteins: A nutritional & sustainability perspective
- *TOPICS*: (1) Definition, sources, and structure; (2) Digestion process and main functions; (3) Nutrition bits & health issues; (4) Sustainability tips.

Module II.3: Lipids -Allied or enemies?

- *Main-theme No. 10*: Lipids: A nutritional & sustainability perspective
- *TOPICS*: (1) Definition, sources, and structure; (2) Digestion process and main functions; (3) Nutrition bits & health issues; (4) Sustainability tips.

Module II.4: UNIT 2 - LEARNING ACTIVITIES (30%)

- ESSAY´S PAPER – Descriptive-argumentative short-essay (10)
- ORAL PRESENTATION – About previous descriptive-argumentative essay (10)
- JOURNAL PRESENTATION – About the main learnings obtained along unit 2 (10)

Unit III: TAKING CARE OF MY NUTRITION FOR IMPROVING THE HUMAN-EARTH SYSTEM

Module III.1: Micronutrients: Its nutrition and health roles

- *Main-theme No. 11*: Vitamins: A nutritional and sustainability perspective
- *Main-theme No. 12*: Minerals: A nutritional and sustainability perspective
- *TOPICS:* (1) Definition, sources, and structure of main vitamins and minerals; (2) Digestion process and main functions; (3) Nutrition & health: Sustainability tips.

Module III.2: Specialized nutrition & Food-safety issues

- *Main-theme No.13*: Moms & children; teens & eating disorders; Blue zones & ageing
- *Main-theme No.14*: Food safety and sustainability: Main issues in 21st century
- *TOPICS:* (1) Definition and especial characteristics; (2) Nutrition bits and health issues; (3) Nutrition & health: Sustainability tips.

Module III.3: Micronutrients: Myths and its neglected role

- *Main-theme No. 15*: Micronutrients and dietary supplementation nowadays: The orthomolecular and eco-health options for improvement.
- Checking class-themes and competencies achieved.
- *TOPICS*: (1) An Eco-health Perspective: Common myths and hidden information; (2) Sustainability solutions: The Ecohealth and Orthomolecular options; (3) Main concepts per unit and main competencies addressed; (4) Course´s and teacher´s evaluation and conclusions of the course.

Module III.4: UNIT 3 - LEARNING ACTIVITIES (40%)

- ***Main-theme No. 16:*** Better health and nutrition: My own journey
- *TOPIC*: "My best sustainable diet: Small viable changes for the betterment of the world and myself" - A guided-research project involving the main learnings obtained along this class.
- FINAL PROJECT – Oral presentation (20)
- FINAL PROJECT – Written paper (20)

TRANSVERSAL-UNIT: Fieldtrips/workshops for enhancing health & nutrition practices looking forward and learning about sustainability options. Selected dates: _____

METHODOLOGY

The methodology of theoretical and participative classes, together with readings, discussions, assignments, and research will provide a clearer approach for personal and professional development, noticing similarities and differences in the nutrition, sustainability, and health aspects. Teacher's role is mainly to mediate, facilitate and guide the teaching and learning process, allowing students to build and self-regulate their own learning, based on their previous knowledge. The student is active, the teaching-learning process is collective and socialized, as it fosters social integration and enhance multimedia learning and respect. Activities are planned at a basic and intermediate level to promote

several active-learning assignments, like teamwork exercises in class and case studies analysis; besides, essays and research projects will be also guided throughout the class.

Along the course the expository method is used both by the professor and by students, individually and in groups, always promoting the participation of the students through their interventions in discussions, extension of concepts and analysis of the topics exposed. This course wills intent to integrate an open opportunity to expand more awareness into current health and nutritional issues. The importance of promoting education to enable healthy food choices, the need to explore, test and choose sustainable and toxic-free food which would provide the needed micronutrients, while learning from these options, contribute to the further below showed learning strategies.

EDUCATIONAL RESOURCES

To guarantee good development of the course, therefore, to guarantee learning, the following resources are available: An updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge own ship. Lessons will take place in the classroom and on the field. Students have access to the institution's library during opening hours' study areas or computer labs and any other convenient area on the university's campus for individual study. Likewise, the university provides free Wi-Fi access to all students, professors, and staff throughout the campus.

The university also places the CANVAS Learning Management System at the disposition of students and staff ensuring pedagogical flexibility making it easier to integrate new technologies into the courses and always ensure seamless and effective communications between the student and professor through an app center.

LEARNING ASSESSMENT

Evaluation compiles and evaluates evidence by considering feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students´ performance. The rubrics include the core and discipline key competences.

ASSIGNMENTS	PERCENTAGE VALUE
Journal presentation (after ending Unit 1)	**10**
Documentary analysis presentation	**20**
Journal presentation (after ending Unit 2)	**10**
Essay´s paper	**10**
Essay´s presentation	**10**
Final project: Presentation (after ending Unit 3)	**20**
Final Project: Paper	**20**
Total	**100%**

General format for written assignments: Even though a specific rubric is provided for each assignment, there is a general format for all written assignments:

- Header with name, class, and date
- Letter size page
- Arial 11 and double spacing
- Margins 3x3 centimeters
- APA format for bibliography sources

The following items will be considered for all the presentations:

- Preparation and content
- Organization and style

- Student´s critical opinion
- Punctuality
- Fostering classmates' discussions and/or participation

Whenever required, assignments should be submitted electronically through:

- CANVAS LMS PLATFORM (priority form)
- Whenever necessary, can be send to: Professor`s mail.

LEARNING STRATEGIES AND RUBRICS

The following learning strategies will be developed:

(1) Journal presentation:

While ***readings and documental investigation*** promote students' assimilation, reflection, and the internalization of knowledge, sensitizing through observation and interaction; ***journal with student´ learning reflections,*** include the elaboration of own reflections derived from the active studying of textbook, class-script, and presentations, will be used as an academic tool that will allow the students to show their understanding in topics assigned. The **reading´ synthesis** tied with notes from class´ materials, in the way of written reflections that form part of a **personal journal**, seeks to develop the competence of learning using lateral and creative thinking, fostering the critical reflection of a text.

Main readings for this course include: (1) A script per unit made by the professor and especially tailored for this class; (2) An OER-CC[1] main textbook in Human Nutrition for reading selected pages & (3) All the Power Point presentations to be used are posted in Canvas LMS-platform. Reading between lines, reflecting, interpreting, proposing hypotheses, among other processes, allow the student to understand the world and reconfigure it, reconstruct it and interpret it, with the final intention of providing a new perspective that solves a concrete reality.

[1] OER-CC: Open Educational Resource, Creative Commons licensed.

(2) Documentary film analysis:

The ***documentary film analysis*** educates students in three essential aspects: knowledge management, critical thinking, and the ability to adapt to change. The ***documentary film analysis*** educates students in three essential aspects: knowledge management, critical thinking, and the ability to adapt to change. Knowledge management seeks that the student acquires strategies and techniques that allow him/her to learn by him/herself; this implies the awareness of assimilation, reflection, and internalization of knowledge so the student can finally value and deepen from a personal choice.

Competences to be achieved along Unit 1:

- Students ***identify*** main global and local issues of health and sustainability, related with todays´ nutrition and food production.
- Students ***demonstrate*** a wide and general understanding of available nutrition and food security basic concepts and resources.

☛ ***Unit 1 assignments (journal presentation and documentary film analysis) contribute 30% of the final grade.***

(3) Essay paper:

Essay. Reflexive, argumentative, and descriptive essays work as an academic writing tool that will allow students to express, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of readings and to demonstrate the ability to compose explanations clearly. An ***essay is an academic writing*** tool that allows students to paint a picture in words, this is, to reveal the meaning of a subject through detailed observation, while an argumentative essay allows each student to express opinions, interpret, and evaluate one or more topics by formally including adequate justification. This class includes one descriptive-argumentative essay, which main aim is to deepen in tools through documentary research that will help students to build and assess

their research project, focusing their best & personalized sustainable diet. The essay will answer the following question: ***How does a more sustainable diet contributes towards a better health?*** So, it embraces two main themes: (a) Nutrition and sustainability comprehensive concepts, history, current changes, and principles for wellness, and (b) Nutritional health improvement based on concepts provided throughout the course. The essay paper should contain between 4 and 6 pages, including the bibliography.

Exc.: Excellent; VG: Very good; Suf.: Sufficient; Insuf.: Insufficient

(4) Essay presentation:

Activities in the form of individual and group presentations will provide opportunities for the students to communicate both orally, written and in graphic form, and also for sharing the results of their analysis assigned and research work, and to demonstrate the appropriation of issues of interest. This class includes an oral presentation of the previous descriptive-argumentative essay. The point is to show evidence of research, reading, class attention and to demonstrate the ability to compose argument explanations clearly. The essay presentation should contain between 15 and 25 slides, including the cover and the main bibliography (at the end of the presentation).

Competences to be achieved along Unit 2:

- Students ***differentiate*** the function and essentiality of main nutrients, and the consequences of their current imbalances in modern world.
- Students ***understand the importance*** of human homeostatic balance tied to the Earth homeostasis.

☛ ***Unit 2 assignments (Essay paper and presentation, plus Unit 2´ journal presentation) contribute 30% of the final grade).***

(5) Research project paper:

Research projects facilitate independent learning, the internalization of new concepts and those covered in class. Each student will work on a research project envisioning principles, ideas or small changes in an individualized way, for trending towards a sustainable diet. Each student will present his/her findings in class, to the rest of their classmates. The research project main theme is called: "*My best sustainable diet: Small viable changes for the betterment of the world and myself*".

This class includes a "Nutrition, health and sustainability" (NHS) investigation, which is a ***guided research project*** supported with written evidence, which aims to investigate for each student which is his/her better diet that will contribute to enabling for him/her a more healthy and balanced life. The main aim of this project is building and assessing qualitatively each student´ best & personalized sustainable diet, which would consist in a series of principles and ideas possible and practical to be achieved by the person. The title of this research is **"*MY BEST SUSTAINABLE DIET: SMALL VIABLE CHANGES FOR THE BETTERMENT OF THE WORLD AND MYSELF*"** and its main goal is that each student provides a complete answer to the following question:

How can I apply knowledge on nutrition for nurturing my body-mind balance, while fostering sustainability? (*)

(*) It is intended that the students will focus on themselves, because main Veritas college competencies foster that the students know themselves, however students can choose to work in any specific case they got enough information and knowledge. For example, if they have children, or with a relative that would be willing to provide dietary and lifestyle´s information to them. If that is the case, they will change the research title to, *e. g.*, "*My Grandma Best Diet: Small viable changes for the betterment of the world and her health*".

This Research Project will contain two final products:

- A 6 pages Final Report Paper, essay style.
- A Logbook-blog used as part of a main Final Oral Presentation (see next learning strategy)**.**

Even when this project is evaluated and presented on the third unit of this class, this project will start from the beginning of the class. Each week students should work to obtain information or generate results about different ideas or selected nutritional-health principles. This research process will require individual study tasks, facilitated by the professor's guidance and information learned in class.

The project will follow a format of ***recording evidence in a logbook-blog***. These, in order that each student will obtain hints about his or her best diet. This also will require a general broad research and will promote the student's critical analysis facilitating self-learning, along with the internalization of new concepts including those introduced in class. Recording the evidence of research done will require writing several answers to the questions below (**Box No. 1**), choosing which of them to focus, may be in a random way or following selected personal student´s criteria and preferences; the most important issue is that students to follow a weekly journal format along the whole term.

The **Project´s paper** is a written six pages formal report (a research paper written as an essay) including both the cover-page and the bibliography or sources of information.

(6) Research project presentation:

The **Project´s presentation** should include:

- A journal style logbook´ with evidence of documentary research done (answers to selected below questions) and with evidenced practices and/or experiences done

along the term (pictures of their experiences, may be of some of their meals, supplements used, etc.).

- The elaboration of a research synthesis in a Power Point Presentation (or Video or Prezi or extended Blog) to be shared with the rest of the class.
- A 20-minutes oral presentation, where the student will present and discuss his/her whole project.

Exc.: Excellent; VG: Very good; Suf.: Sufficient; Insuf.: Insufficient

Competences to be achieved along Unit 3:

- Students ***understand the importance*** of human homeostatic balance tied to the Earth homeostasis.
- Students ***realize the importance of sustainable*** lifestyles and toxic-free nutritional practices for an optimal wellbeing.

☛ ***The final project (NHS research-paper and presentation) contributes 40% of the final grade, and even when it is followed up and evaluated along the whole class; it is graded on Unit 3 tied with some practical activities (fieldtrips/workshops).***

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.

2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.

3. In the case of an **absence from any assignment evaluated in class** (presentations,

evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.

4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a
6. complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
7. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn all devices OFF and put them away** when class begins. Devices may be used only when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas platform.

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CHRONOGRAM

Table 7: General schedule both for regular terms (12 weeks, w) and intensive summer-terms (5 weeks, with four sessions -2 or sess.- per week) of the health and nutrition course.

Unit I: «*Nutrition and its relationship with sustainability*»			
Regular term (12 W.)	**Summer term (20 S.)**	**Contents**	**Evidence of learning per unit**
Week 1	Sess. 1, 2	**Module I.1 Nutrition & sustainability: Course´s perspective** ○ A general overview of health, nutrition, and sustainability -Why a course on nutrition tied with sustainability? ○ Main nutrient types -An introductory & interdisciplinary view of food components and their core functions	○ *Journal presentation* ○ *Documentary analysis presentation*
Week 2	Sess. 3, 4	**Module I.2: Nutrition: A primer on the digestion process at the 21st century** ○ Human nutrition and counter-nutrition: Do we have choices? ○ Digestion process: An overall view and its main importance in health and sustainability.	○ *Thematic discussions* ○ *Participative lectures*
Week 3	Sess.	**Module I.3: The links between sustainability and**	○ *Documentary*

	5, 6	**nutrition** ○ Sustainability and the new nutrition science concept -The links ○ The Best human diet -Does it really exist?	*view*
Week 4	***S. 6/7***	***Module I.4 – Learning activities***	***Specific dates***
Unit II: *«Macronutrient's overview: A sustainability perspective»*			
Week 5	Sess. 7, 8	**Module II.1: Carbs -The grain brain** ○ Water and alcohol: A nutritional & cultural overview ○ Carbohydrates: A nutritional & sustainability perspective	○ *Journal presentation* ○ *Essay´s paper*
Week 6	Sess. 9, 10	**Module II.2: Proteins -Only from animal sources?** ○ Proteins, part 1: A nutritional & sustainability perspective ○ Proteins, part 2: A nutritional & sustainability perspective	○ *Essay´s presentation* ○ *Thematic discussions*
Week 7	Sess. 11, 12, 13	**Module II.3: Lipids -Allied or enemies?** ○ Lipids, part 1: A nutritional & sustainability perspective ○ Lipids, part 2: A nutritional & sustainability perspective	○ *Participative lectures*
Week 8	***S. 13/14***	***Module II.4 – Learning activities***	***Specific dates***
Unit III: *«Taking care of my nutrition for improving the human-earth system»*			
Week 9	Sessions 15, 16	**Module III.1: Micronutrients: Its nutrition and health roles** ○ Vitamins: A nutritional and sustainability perspective ○ Minerals: A nutritional and sustainability perspective	○ *Final project paper* ○ *Final project presentation*
Week 10	Sessions 17, 18	**Module III.2: Specialized nutrition & Food-safety issues** ○ Moms & children; teens & eating disorders; Blue zones & ageing ○ Food safety and sustainability: Main issues in 21st century	○ *Fieldtrip* ○ *Workshops* ○ *Participative lectures*
Week	Sessions	**Module III.3: Micronutrients –Myths and its**	○ *Class*

11	19	**neglected role** ○ Micronutrients and dietary supplementation nowadays: The orthomolecular and eco-health options for improvement. // Checking class-themes and competencies achieved. ○ Better health and nutrition: My own journey	*discussions* ○ *Interactive documentary watching*
Week 12	***Session 19 or 20***	***Module III.4: Final Project (*)*** *Paper and presentation of "My best diet"*	***Specific dates***

Please note that this chronogram is tentative and subject to change.

(*) This evaluation includes the fieldtrips/workshops done along the term