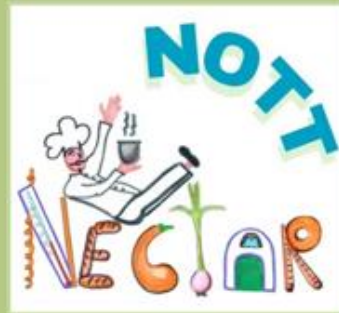


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Activity coordinated by:
SI4LIFE

LESSON PLAN LO2-A-B-1

**Understand the impact of nutrition on development of
diseases and human metabolism in a life-course
approach and vice versa**

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Introduction

This template would allow to formalize a suggested approach to the teaching of LO2-A-B-1. Once completed it can be used by teachers in order to design their own lessons addressing the specific LO.

Lesson plan for LO2-A-B-1

LO2-A-B-1	
Understand the impact of nutrition on development of diseases and human metabolism in a life-course approach and vice versa	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe the process of comprehensive needs assessments step by step • Be aware of how some common diseases can affect food (broader than nutritional) needs of clients • Describe basic food needs of older citizens and patients • Describe some common diseases affecting taste, smell and food uptake • Be aware of the consequences if individual nutritional needs of people are not met 	<p>SKILLS</p> <p>He/she is able to:</p>
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Comply with scientific standards of evidence-based medicine in primary food care • Continuously keeps up to date about new scientific nutritional treatments in primary food care • Adopt a holistic approach <ul style="list-style-type: none"> Collaborate with healthcare team and professionals 	



Lesson Plan LO2-A-B-1

MANDATORY OR OPTIONAL: *MANDATORY*

LINK TO OTHER LOs:

Preparatory to: LO2-A-B-2

Linked to: LO2-A-B-3 LO-C-D-1

EQF LEVEL: **EQF5**

OTHER NOTES:



PREPARATORY LOS

There are no preparatory LOs

FLEXIBILITY TABLE SUGGESTIONS ABOUT EDUCATIONAL STRATEGY

Lecture:	face to face or online
Individual study:	face to face or online
Group work:	NO
Lab:	NO
WBL:	NO

HOW TO ADDRESS THE NEEDED KNOWLEDGE (EQF 5)

CONTENTS AND MATERIALS

KNOWLEDGE TO BE ADDRESSED	RELATED CONTENTS	EDUCATIONAL MATERIALS
Introduction of the LO (background description on clients in health and social care as well as ecosystem around them)		Agenda of the module and expected work and input from participants. Glossary as pdf document. MOOC and/or face to face ppt List of links of interest on the net
Describe the process of comprehensive needs assessments step by step	Needs Assessment Methods (when to use which) Advantages/ Disadvantages of the individual methods & a mixed-methods approach Steps of a Needs Assessment based on an example	MOOC and/or ppt for face-to-face presentation Individual study of case-based scenarios (personas of different setting, age and needs) and following discussion within the lecture
Describe basic food needs of older citizens and patients	Description of the physiological changes with older age (overview) Energy and nutrient basic requirements in old age (if necessary, comparison to requirements <65 years) Hydration in old age Special requirements (critical nutrients) and how to deal with them	MOOC and/ or ppt presentation for face-to-face class Individual case- based work and following discussion within the lecture to deepen understanding
Be aware of how some common diseases can affect food (broader than nutritional) needs of clients	Introduction on the impact of age-related changes in taste and smell on food needs	cross-linked to LO-A-B-2 MOOC and/ or ppt presentation for face-to-face classes



Lesson Plan LO2-A-B-1

	Description of the general levels on how common diseases can affect food needs (in terms of nutrients, cognitive decline, impaired movement)	
Describe some common diseases affecting taste, smell and food uptake	<p>Description of common diseases in old age that critically affect food needs</p> <p>Eating/ Drinking and Depression</p> <p>Eating/ Drinking and Dementia, Parkinson's disease</p> <p>Eating/ Drinking and Diabetes</p> <p>Eating/ Drinking in chewing and swallowing disorders</p>	<p>cross-linked to LO-A-B-2</p> <p>MOOC and/or ppt presentation for face-to-face classes</p> <p>MOOC or 3 short videos for self-directed learning (Depression, Dementia, Parkinson together)</p> <p>Diabetes and swallowing disorders separately</p>
Be aware of the consequences, if individual nutritional needs of people are not met	<p>Consequences of insufficient energy and nutrient intake</p> <p>Description of Malnutrition (overview)</p> <p>Consequences of Malnutrition</p>	<p>cross-linked to LO-A-B-2, refer to presentation on physiology and also pathophysiology of malnutrition (Micro and macronutrients)</p> <p>MOOC malnutrition and ppt for face to face (should be duplicated as this is a key issue in practice)</p> <p>MOOC and/ or ppt for face-to-face presentation, two short videos to demonstrate impact on health and functionality of clients affected</p>

SUGGESTED ACTIVITIES FOR ADDRESSING THE NEEDED KNOWLEDGE (in compliance with flexibility table)

How can you share with students the needed contents?

A face to face or online lesson as well as the Nectar MOOC will deal with an introduction of the LO and provides an overview of contents, educational materials or rather expectations to be met by the students. In a further lesson the contents listed in the table above will be addressed by the same strategies, using personas (where appropriate) in order to illustrate typical representatives of the target group (older adults) and facilitate understanding, imagination and retentiveness.

In addition, the following documents/ papers will be distributed among the lecture (either face to face or online) or shared on local learning platforms for continuing self-learning (individual study):

- An agenda and glossary, provided at the beginning of the LO to facilitate reading and learning
- Pdf reading material - Needs Assessment Methods (types of methods, advantages/ disadvantages) and an exemplary step-by-step explanation
- Working Sheets (templates) for case-based scenarios (self-study)

As part of the lecture (face to face or online/MOOC), links to various topics will be shared in order to ensure that additional resources are made available and to further support the individual learning of students:

- Guidelines/ quality standards on nutrition in old age (ESPEN, national guidelines etc)



- Further links to related organizations dealing with ageing and malnutrition (list of links of interest), e.g. Alliance for Aging Research, National Institute on Aging etc. (references to local organisations) EuGMS, ENHA, AGE Europe, European patient alliance, BAPEN; NHS trust, EFAD etc)

HOW TO ADDRESS THE NEEDED SKILLS (EQF 5)

List the “crucial professional steps/activities characterizing the CGE” with respect to the skills addressed by this LO. They should be addressed by the training in order to assure that they will be transferred/reproduced by students in their daily practice.

- Not applicable - No skills described for this LO

DESCRIBE HOW THESE SKILLS CAN BE ADDRESSED

- Not applicable - No skills described for this LO

ADDITIONAL HINTS ABOUT HOW TO ADDRESS PERSONAL AND TRANSVERSAL COMPETENCES

- Repeated reference to relevant national guidelines/ scientific standards to underpin the process of evidence-based medicine or the evidence generation in general
- In terms of keeping up to date about scientific nutritional treatments:
 - Recommendation of links/ websites and regular access to national or international organizations or (research) institutions, dealing amongst other with nutritional treatments
 - Recommendation to subscribe to newsletters or journals, that specializes in the subject area

Highlighting and illustrating multiprofessionalism, holism and collaboration by depicting care pathways and ecosystems