

## COURSE REPORT

Course code: INTH360 Emnetittel: Global Nutrition	Semester: Spring 2022	Department: Department of Global Public Health and Primary Care
Course coordinator: Ingunn Marie S. Engebretsen Date: 25 April – 13 May 2022	Approved in: Programme Committee for Global Health	

### LEARNING OUTCOMES:

#### **Objectives and Content**

##### **Objectives:**

The objectives of the course are to increase the student's knowledge, competence and skills in the field of global nutrition embracing:

- the interdisciplinary nature of nutritional problems in low-income countries
- the current key global challenges to human nutrition today
- the regional trends in nutritional indicators
- the interaction between nutrition and child health and/or development in low-resource settings
- the most common diseases affecting nutritional status of children and mothers
- the nutritional indicators and clinical and system responses to critical undernutrition
- the position of nutrition in international policy and the right based approach to water and food
- the UN structure and development relevant for nutrition policy
- the most common carbohydrate sources in different parts of the world, the preparation and nutritional values

##### **Content:**

The course content is divided into three parts:

##### **Overview of global nutrition:**

Overview of the world nutrition situation in relation to other critical issues for our common future, including: Poverty, demographic changes, water, sanitation and other environmental issues, the UN Sustainable development goals and food as a Human Right, epidemiology of global nutritional problems and their current trends.

##### **Health and nutrition:**

The influence of nutrition on the health status, including: Immunity, diseases of poverty, maternal and child health, breastfeeding, HIV/AIDS and tuberculosis.

##### **Food production and nutrition in low-resource settings.**

Overview of crop and livestock systems, household fuel, food production, post-harvest technology, marketing and participatory rural appraisal.

Food security and gender issues in food production are key areas.

#### **Learning Outcomes**

On completion of the course the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:

#### **Knowledge**

The student:

- Has advanced knowledge regarding the nutritional challenges globally in our world today, and regional trends in nutritional indicators
- Can analyse individual and societal factors that affect diet and health globally focusing on food security and diversity
- Has thorough knowledge of the interaction between nutrition and health, especially in low-resource settings
- Can apply knowledge of food production and trading globally and in low-resource settings

- Has thorough knowledge of the most common food crops in the world, smallholder's production systems, subsistence farmers' strategies and livestock.

### **Skills**

The student:

- can analyse a subject matter in global nutrition, behaviour, diet and health, in light of relevant policy and research.
- Can apply the most common nutrition strategies and interventions focusing on children and mothers based on knowledge of the context
- Can use relevant methods for research focusing on use of scientific literature in an independent manner about nutritional preventive strategies relevant for SDG 1,2,3 and food as a human right

### **General competence**

The student:

- Can present relevant global nutrition and health problems focusing on mothers and children
- Can communicate about a policy document and depict the implications for implementation priorities.
- Can contribute to new thinking about global nutrition research literature

### **STATISTICS:**

Amount of registered students: 28 (INTH360) + 15 (INTH360A)	Amount of students met for the exam: 24 (INTH360) + 15 (INTH360A)					
Karakterfordeling						
INTH360	A:2	B:8	C:13	D:1	E:	F:
INTH360A	A:5	B:5	C:5	D:	E:	F:
Passing:39			Failed:			

### **SUMMARY OF STUDENTS' COURSE EVALUATION (main point):**

- Only 9 answered the evaluation form.  
We had 15 students taking INTH360A (4 ECTS) that followed the teaching in INTH360.  
The INTH360A students had one work requirement less (the essay). INTH360A was created to meet the Faculty of Medicine requirement for the master's in clinical nutrition students that had the course as a compulsory course. For the rest of the students, INTH360 is an elective course of 5 ECTS.
- There were 24 students completing INTH360 and 15 students completing INTH360A, so in all there were 39 students that completed the course, however, there were 43 students that signed up for the course.
- Many from Master in Global Nutrition withdrew when they realized they did not need the credits for the term. This has happened quite a few years in a row and disturbs planning, both with respect to room size needed, group sizes, time for group work presentation and more.
- Those 9 that answered the evaluation seemed to represent both INTH360 and INTH360A, but I cannot tell that with great confidence except when they say something which conveys their belonging. They seemed generally satisfied with the coherence, quality, lectures, Mitt UiB and activities.  
They were less satisfied with the compulsory group assignment and compulsory assignments.
- Some criticized the digital lectures, while others gave more praise: "Excellent job already, keep it up!"  
Most of us got some praise, here are some examples:  
- "Prof Ingunn, a great teacher, she knew the subject really well!"  
- And also Ms. Linda KarIn, a wonderful coordinator for the administrative stuff of the course!"  
- "Synes det var mange spennende tema og interessant med andre perspektiver på ting vi allerede hadde kunnskap om fra før av, samt lære om ting vi ikke hadde så mye kunnskap om fra før av. Veldig dyktige forelesere som alle er gode på sitt felt!"
- Some (few) of the Norwegian students complained about the amount, the language and the work in general.  
Here is one example:  
"Det er veldig mye på kort tid, og veldig mye å gjøre, både aktiv deltagelse, gruppearbeid og oppgaver undervis, pluss obligatorisk gruppeoppgave med både innlevering og fremføring (som vi får karakter på) i tillegg til eksamen med karakter, for bare 4 studiepoeng...  
I tillegg ligger emnet helt i slutten av semesteret, hvor vi er veldig slitne  
I tillegg er det vanskelig at alt skal foregå på engelsk, spesielt all den aktive deltagelsen og gruppeoppgavene-kanskje får man ikke deltatt slik man ønsker, bidratt med det man kan og vist hva man faktisk kan fordi språket blir en hindring..»  
This feedback is generally difficult to adhere to as  
- i. English is the course language;  
- ii. The timing of the course is not set by me – so I cannot do anything with the fact that they are tired  
- iii. Regarding the amount: This is a TropEd accredited course and all the SITs have been approved (and required) by TropEd.

We teachers consider the joint course between the various student groups a major benefit to all students; we already have trimmed down the course requirements substantially.

#### COURSE COORDINATOR'S EVALUATION:

- I think it went relatively well in 2022. It was tiring having to do a hybrid solution, so the key focus was the classroom. Those that participated via zoom did not get as much attention as those participating in the classroom although we tried to give them some attention.  
One teacher got Covid-19, so I was glad we all were acquainted with video lecturing in MittUiB.
- It is obvious that many want less to do, but I think it's hard now to decide what we should take out from the course content, that would need a revision of the Los that recently (2021) were approved by the two PUs.
- Also, I have moved away from the classical lecture format to more student active learning tasks for many of the more "stable" topics e.g. giving papers, assignments and wrap up discussions, so it should improve learning and activations. Examples on this are in anthropometry, food safety and trends.

#### GOALS FOR THE NEXT EVALUATION PERIOD – IMPROVEMENT MEASURES:

- One suggested permanent groups across all course activities, but this has been criticized before so I think we will continue having one group for the larger food preparation and evaluation group work and more flexible groups and pairs for smaller assignments.
- Having coordinated the course from 2016 I have made many alterations and I think I should keep the current model for some time now.  
What I will suggest as change for approval would be editing the evaluation procedures which I now find too resource demanding as INTH360A has two requirements and INTH360 has three requirements that all are graded. I am considering to make some of the requirements compulsory tasks and only grade the exam.
- I should in the autumn 2022 come with a suggestion for PU on how to keep the SITs, but ease the evaluation work which is too much now.