

PhD curriculum in Global Health Nutrition

Overview, structure, syllabus, evaluation

Key information

- **Duration:** 2.5 years (30 months)
- **Language:** English
- **Credits:** 37

Title: Global Health Nutrition

Teaching Institution: National Nutrition and Food Technology Research institute (NNFTRI)

Degree: PhD.

Definition:

Nutrition is an axially important determinant of health status. Along with socio-economic, political, climatic and environmental changes in the world, the profile of nutritional problems also changes. On one side, many developing countries still encounter undernutrition including protein-energy malnutrition as well as micronutrient deficiencies, overnutrition and related disorders such as obesity, cardiovascular disease and diabetes are the main cause of morbidity and mortality in prosperous countries, on the other side. There are some countries between two that are experiencing “nutrition transition” facing both undernutrition and overnutrition at the same time. “Food insecurity” and, above all, “nutrition insecurity” in certain subgroups in all countries are a major challenge for health policy makers. Considering the crucial impact of nutrition on the immune function and general health, addressing nutrition problems will better work on a global setting and in the context of health equity. Malnutrition-induced immunosuppression can speed up the spread and augment the severity of infectious diseases which in turn can be threat for all countries globally. The acquired

immunodeficiency syndrome (AIDS) and newly emerged coronavirus disease (Covid-19) are such examples. These challenges have led to growing political resources to address nutrition. Meanwhile, there is a growing need for trained nutritionists who not only know nutrition and diet at individual level but they can understand and analyze nutrition problems and contribute to tackle these problems at the global setting, as well.

Objectives

The aim of the PhD. in global health nutrition is health equity and to improve health worldwide via providing comprehensive training in nutrition for global health. Students can specialize in a number of topics and in a range of contexts. To do this, an integrated program covers epidemiological, dietary, public health, social and biological aspects of nutritional science. Though the main focus of the program is on nutritional problems in low and middle-income countries, skills and learning outcomes are widely applicable to populations globally.

Program learning outcomes

By the end of the program, students will be expected to achieve the following learning outcomes – drawing on material taught across different elements and assessed in a variety of ways.

- i) Demonstrate an advanced knowledge of public health nutrition at biological, social & policy levels.
- ii) Assess critically, select and apply a range of appropriate research skills and techniques, including: anthropometry, dietary analysis, statistics, epidemiology, qualitative methods, research, computing & information retrieval.
- iii) Interpret and synthesize different types of data used to analyze and assess nutritional problems at population and sub-population levels
- iv) Evaluate critically the findings of scientific studies on public health nutrition.

- v) Disseminate and present research findings in a range of formats and contexts
- vi) Identify and formulate appropriate responses and intervention strategies to address nutritional issues, taking into account the public health and social policy contexts
- vii) Apply knowledge of effective teamwork and communication skills to solve problems and achieve goals

Admission requirement

The applicants must hold at least M.Sc. in nutrition. Higher education degrees will be given preference. Applicants with other backgrounds than nutrition including public health, medicine, dentistry, veterinary, pharmacy, nursing and midwifery are also welcomed. However, they will have to cover the prerequisite credits accordingly upon acceptance. Applications with an appropriate technical or other equivalent qualification and experience from overseas are also welcomed.

Applicants with work experience in relevant nutrition, health or other global-nutrition related activities will be given preference.

Employment Status of Graduates

Students in the program plan to pursue careers in management of nutrition and health programs, or in the technical content of health promotion and disease prevention programs as a researcher, technical advisor, consultant or instructor.

Duration

Full time: 2.5 years (30 months)

Language

The program language is English so all students have a good command of the English language to benefit from their studies at the NNFTRI.

As part of the application process, applicants are required to demonstrate how they meet the NNFTRI's minimum English language requirements. Additionally, the NNFTRI asks applicants to have minimum English language proficiency levels that are necessary for our academic programs.

Core modules

Topic	Term	Credits		Hours	
		Theoretical	Practical	Theoretical	practical
Nutrition in Emergencies	1	2	---	34	
Advanced Biostatistics	1	2	---	34	
Biomarkers and nutrition indicators in health and disease	1	2			
Advanced Research Methodology	1	2			
Global and Community nutrition	1	2	---	34	
Advanced nutrition Interventions and Program Planning	1	2	34	
Seminar	2		1		
Research Project (Dissertation)	3	---	12	--	
Research Project (Dissertation)	4	---	12		
Research Project (Dissertation)	4	---	12		

Non-core module

Non-core modules will be provided based on the topic of students' dissertation.

Program Structure and features, modules, credit assignment and award requirements:

Full-Time M.Sc.	Semester 1	Semester 2	Semester 3	Total credits
Core modules	12	1	---	13
Dissertation	---	12	12	24

Evaluations:

The students will be evaluated through individual module assessments (which may include essays, other written coursework, short written exams, practical exams, group-work, presentations or other methods), formal summer exams, and a project report. Such tasks are designed to assess, via the most appropriate method, whether learning objectives have been met.

Modules:

Nutrition in Emergencies Syllabus

Module Title: Nutrition in Emergencies

Prerequisite or co-requisite: Nutrition Assessment

Credits: 2

Module type: theoretical

Instructor(s)/Department(s): Faculty members of Department of nutrition research, National Nutrition and Food Technology Research institute (NNFTRI), Shahid Beheshti University of Medical Sciences; Department of community nutrition of Ministry of health and medical education,

Description:

This course is designed for M.Sc. students in nutrition sciences and as a prerequisite for Ph.D. students in food and nutrition policy and planning. Topics to be covered include crisis definition and its impact on nutritional status of vulnerable groups, nutrition assessment, food safety and security and nutrients requirements of these groups. In addition, the course covers topics including meal planning, monitoring and evaluating food basket and food supports in crisis. Furthermore, topics include nutrition coordination at international and national level, nutrition management in hospitals and medical service centers and responsibilities of ministry of health and medical education and other related organs in crisis.

Learning objectives:

By the end of this course, student will be able to:

- To identify priority people for intervention and improvement in nutrition status.
- To know nutritional requirements of vulnerable groups in crisis and design a meal plan for emergencies.
- To provide strategies to prevent and treatment of malnutrition in vulnerable groups in crisis.

Outlines:

Week	Topics	Reference/ chapter	Hours
1.	Crisis definition and its effects on health and nutrition status of vulnerable groups in crisis and emergencies -The impacts of natural disaster on nutrition status	Ref1/Chap2	2
2.	Nutritional vulnerable groups (pregnant and lactating women, children under 5 years old, older and disabled people) -The impacts of crisis on nutrition status of vulnerable groups	Ref2/Chap3 and Ref4/chapE	2
3.	Causes of physiologic injuries in crisis -Malnutrition in crisis and emergencies -Types of malnutrition and nutrients deficiencies in crisis	Ref1/Chap2	2
4.	Nutritional approached in crisis and emergencies -Approaches to prevent and improve malnutrition	Ref4/chapE	2
5.	Approaches for screening and assessment of nutritional status in affected groups in crisis and emergencies by age -The methods of nutrition assessment in vulnerable groups by age	Ref3	2
6.	Rapid assessment of nutritional status in crisis and emergencies -Tools and software for nutrition assessment in crisis	Ref3	2
7.	Food safety and security in crisis in the World and Iran -Food safety, food and nutrition security -Consequence of food unsafety in crisis	Ref4/chapF and Ref5/chap6	2
8.	Approaches for food quality control in crisis -Control of donated food	Ref4/chapF	2
9.	Food preparation, distribution and organization in public -Environmental health actions and functions	Ref4/chapF	2
10.	Food aids -World Health Organization instructions -Food aid in duration before deployment	Ref4/chapF	2
11.	Meal planning by age in crisis -Energy and nutrients requirements in vulnerable groups for malnutrition prevention	Ref4/chapD	2
12.	Food supports and baskets in crisis -Food supports and baskets in vulnerable groups -Monitoring and evaluating food baskets in crisis	Ref4/chapD	2
13	Nutrition coordination at international level in crisis and emergencies	Ref5/chap7	2

Week	Topics	Reference/ chapter	Hours
	-Responsibilities of inter sectoral and intra sectoral organs related to nutrition in crisis		
14	Nutrition coordination at national level in crisis and emergencies -Responsibilities of Ministry of health and medical education in departments related to providing specialized nutritional service in crisis -Responsibilities of related organs to provide specialized nutritional service in crisis	Ref5/chap8	2
15	Nutrition management in hospitals and medical service centers - Decision making flowchart for designing a selective meal	Ref5/chap3	2
16	Selective and targeted nutrition programs in vulnerable groups (supplementary nutrition and diet therapy)	Ref5/chap4	2

References:

1. World Health Organization. Health laboratory facilities in emergency and disaster situations: World Health Organization. Regional Office for the Eastern Mediterranean; 2017.
2. World Health Organization. Field guide on rapid nutritional assessment in emergencies 1995.
3. Assessment EN. Software for standardized monitoring and assessment of relief and transitions (SMART). Available at <http://www.nutrisurvey.de/ena/ena.html>. 2012.
4. World Health Organization, UNICEF. Food and nutrition needs in emergencies. 2004.
5. Salama P, Buzard N, Spiegel P. Improving standards in international humanitarian response: The Sphere Project and beyond. JAMA. 2001;286(5):531-2.

Advanced Biostatistics Syllabus

Module Title: Advanced Biostatistics

Prerequisite or co-requisite: None

Credits: 2

Module type: theoretical

Instructor(s)/Department(s): Faculty members of Biostatistics department, School of Allied Medical Sciences, Shahid Beheshti University of Medical Sciences; Nutrition Research department, National Nutrition and Food Technology Research Institute, Shahid Beheshti University of Medical Sciences.

Description: The focus in this course is on the application of statistical and epidemiological approaches in public health and clinical research, which covers selection of appropriate method.

Learning objectives:

By the end of this course, student will be able to:

- Identify advanced concepts and techniques of descriptive and inferential statistics with applications in health care, medicine, public health, and epidemiology.
- Describe advanced statistics, including Comparing more than two groups, Regression models, Roc curve analysis
- Apply the analytic methods in the field of health promotion, epidemiology, and program evaluation.

Outlines:

Sessions	Topic	Reference/ chapter	Hours
1.	Appropriately utilize qualitative and quantitative data in order to effectively address public health and clinical problems,	2. chapter 38	2
2.	An overview of basic statistics	1.chapter 1	2
3.	An overview of basic statistics	1.chapter 1	2
4.	Comparing more than two groups (continuous outcomes): Analysis of covariance ANCOVA	1.chapter 8	2
5.	Comparing two groups (categorical outcomes): Chi-square test	2. chapter 16, 17	2
6.	Teamwork, Lab1		2
7.	Repeated Measures of Analysis of variance	1.chapter 9	2
8.	Correlation	1.chapter 10	2
9.	Linear Regression	2. chapter 10	2
10.	Teamwork, Lab2		2
11.	Multiple predictor variables: Multiple regression I	2. chapter 11 1.chapter 11	2
12.	Multiple predictor variables: Multiple regression II	2. chapter 11 1.chapter 11	2
13.	Multiple predictor variables: Logistic regression I	2. chapter 19, 20 1.chapter 13	2
14.	Multiple predictor variables: Logistic regression II	2. chapter 19, 20 1.chapter 13	2
15.	Roc curve analysis	1.chapter 3	2
16.	Teamwork, Lab3		2

References:

- 1- Barbara Hazard Munro, Statistical Methods for Health Care Research, Lippincott Williams & Wilkins, 2005
- 2- Betty R. Kirkwood, Jonathan A. C. Sterne, Essential Medical Statistics, Wiley, 2010

Biomarkers and nutrition indicators in health and disease Syllabus

Module Title: Biomarkers in nutritional assessment

Prerequisite or co-requisite: Basic nutrition

Credits: 2

Module type: Theoretical

Instructors: Faculty members of the Department of Nutrition Research, National Nutrition and Food Technology Research institute (NNFTRI), Shahid Beheshti University of Medical Sciences

Description:

This course includes basic concept of biomarkers in nutritional assessment, their classification as well as their advantages and limitations. An overview of the new omics technology and their use in nutrition research is also provided. The student is expected to have an active contribution to the class through participation in discussions and presenting lectures.

Learning objectives:

By the end of this course, student will be able to:

- Define biomarkers commonly used in nutritional assessment at both clinical setting and community-based research.
- Interpret results of nutritional biomarker determinations.

Outlines

Session	Title	Reference/ chapter	Hours
1	Definition and classification of biomarkers; confounding factors in interpretation of biomarkers	2/1	2
2-3	Biomarkers of exposure; biomarkers of status	1/14-22; 2/15	4
4-6	Biomarkers of function	1/29-33; 2/15.4	6
7	Selecting nutritional biomarkers	2/15.5	2
8-9	Evaluation of the selected nutritional biomarkers	2/15.6	4
10-11	Nutrigenetics	1/23-26; 2/15.7	4
12-13	Proteomics, Metabolomics	2/15.7	4
14-15	Lipidomics, Transcriptomics	2/15.7	4
16-17	Exposome and Exposomics	3-4	4

References

1. Patel VB, Preedy VR. Biomarkers in nutrition. Springer, 2022
2. Gibson RS. Principles of nutritional assessment. Biomarkers. 3rd ed., 2021. <https://nutritionalassessment.org/biomarkers/>
3. Vineis P, Chadeau-Hyam M, Gmuender H, Gulliver J, Herceg Z, Kleinjans J, Kogevinas M, Kyrtopoulos S, Nieuwenhuijsen M, Phillips DH, Probst-Hensch N. The exposome in practice: design of the EXPOsOMICS project. International journal of hygiene and environmental health. 2017 Mar 1;220(2):142-51.
4. Fang M, Hu L, Chen D, Guo Y, Liu J, Lan C, Gong J, Wang B. Exposome in human health: Utopia or wonderland?. The Innovation. 2021 Nov 28;2(4):100172.

Advanced Research Methodology Syllabus

Module Title: Advanced Research Methodology

Prerequisite or co-requisite: Basic nutrition

Credits: 2

Module type: Theoretical

Instructor(s)/Department(s): Faculty members of Biostatistics department, School of Allied Medical Sciences, Shahid Beheshti University of Medical Sciences; Nutrition Research department, National Nutrition and Food Technology Research Institute, Shahid Beheshti University of Medical Sciences.

Description:

This course is designed to introduce new Ph.D. students to a selection of research topics and tools commonly used in the fields of nutrition and food sciences. Topics to be covered include methods of literature review, data analysis and presentation, and research ethics. In addition, the course will include an introduction to various types of food and nutrition research, including behavioral research, qualitative research, and clinical trials research.

Learning objectives:

By the end of this course, student will be able to:

- Select research topics and tools used in the fields of nutrition and food sciences
- Describe methods of literature review, data analysis and presentation, and research ethics.
- Identify and use various types of food and nutrition research

Outlines:

Sessions	Topics	Reference/ chapter	Hours
1.	Meaning, Concept, Nature, Steps, Types and Characteristics of research. Scientific Inquiry Philosophical and Sociological foundations of research Interdisciplinary approach and its implications in various research area	1.chapter 1	2
2.	Qualitative and quantitative methods of research-1	1.chapter 4, 5	2
3.	Qualitative and quantitative methods of research-2	1.chapter 4, 5	2
4.	Qualitative and quantitative methods of research-3	1.chapter 4, 5	2
5.	Qualitative and quantitative methods of research-4	1.chapter 4, 5	2
6.	Concept of sampling and other concepts related to sampling. Probability and non-probability samples, their characteristics and implications-1	1.chapter 6	2
7.	Concept of sampling and other concepts related to sampling. Probability and non-probability samples, their characteristics and implications-2	1.chapter 6	2
8.	Tools of data collections, their types, attributes and uses. Redesigning, research tools-like questionnaire, observation, interviews, scales and tests etc-1	2.chapter 4-10	2
9.	Tools of data collections, their types, attributes and uses. Redesigning, research tools-like questionnaire, observation, interviews, scales and tests etc-2	2.chapter 4-10	2
10.	Analysis of qualitative data based on various tools. Analysis of quantitative data and its presentation with tables, graphs etc. Statistical tools and techniques of data analysis Decision making with hypothesis testing through parametric and non-parametric tests. Validity and delimitations of research findings-1	1.chapter 6 2.chapter 4-10	2
11.	Analysis of qualitative data based on various tools. Analysis of quantitative data and its presentation with tables, graphs etc.	1.chapter 6 2.chapter 4-10	2

Sessions	Topics	Reference/ chapter	Hours
12.	Statistical tools and techniques of data analysis	1.chapter 6 2.chapter 4-10	2
13.	Decision making with hypothesis testing through parametric and non-parametric tests. Validity and delimitations of research findings-2	1.chapter 6 2.chapter 4-10	2
14.	Correction for the effects of measurements error	2.chapter 12	2
15.	Report writing: Meaning and types of reports – Stages in preparation of Report – Characteristic of good report – Structure of the Report- Documentation: Footnotes and Bibliography: Checklist for the Report.	1.chapter 7 2.chapter 13	2
16.	Ethics in Research: What is Ethics in Research & Why is it Important? Ethical issues with human subjects; ethical issues with animal studies. Codes and policies for research ethics; ethical decision making in research	3.chapter 3	2

References:

1. C. George Thomas, Research Methodology and Scientific Writing, Springer International Publishing, 2021
2. Walter Willett, Nutritional Epidemiology, OUP USA, 2013
3. Hilla Brink, Christa Van der Walt, Gisela Van Rensburg, Fundamentals of Research Methodology for Health Care Professionals, Juta, 2006

Global and Community nutrition

Module Title: Global and Community nutrition Syllabus

Credits: 2

Prerequisite or co-requisite: Basic nutrition, public health, Nutrition assessment, lifespan nutrition

Module type: Theoretical

Instructor(s)/Department(s): Department of Nutrition Research; Research Department of Food and Nutrition Policy and Planning, National Nutrition and Food Technology Research Institute, Shahid Beheshti University of Medical Sciences

Description:

This module focuses on identifying and analyzing current issues in international and community nutrition and the methods to improving them. It provides students with sufficient knowledge and skills necessary to conduct effective community nutrition programs.

We will cover the concept of community, the role of nutrition in health promotion and perspectives for resolving community nutrition problems. It also covers needs assessment issues and national and local community nutrition programs, determinants of health outcomes, measurement of nutrition and health status, food and nutrition policies and legislation, and monitoring of community programs. Finally, the concepts and knowledge required for the delivery of community nutrition services will be applied to program planning, intervention and program evaluation.

Learning objectives:

By the end of this course, student will be able to:

- Define community nutrition and recognize its importance.
- Describe community nutritionist's professional roles and responsibilities, including advocacy.
- Conduct food and nutritional assessment of the community.
- Identify data collection methods commonly used in community assessments.

- Distinguish between community nutrition and nutritional related diseases.
- Identify and appreciate cultural barriers to health promotion/disease prevention
- Describe the principles of effective community nutrition programs.
- Appreciate the nutritional needs of each category in the community.
- To describe developing national nutrition policies.

Outlines:

Session	Title	Reference/ chapter	Hours
1.	Introduction to public health and community nutrition The role of nutrition in health promotion.	6.Chapter1, 2	2
2.	Objectives of, and services provided by the community nutrition programs	6. Chapter 1	2
3.	Goals of a community needs assessment Nutritional needs assessment	2.chapter 3	2
4.	Sources of data for conducting a community assessment	1.Chapter15 2.Chapter 3	2
5.	Different methods for assessing nutritional status and health in the community	3.Chapter 1	2
6.	Social determinants of health and their implications in community nutrition research and practice	3.Chapter 3	2
7.	Current status of food security and government and international program running in the field of community nutrition	6.Chapter 11 3.Chapter 6	2
8.	Nutrition intervention for vulnerable population	2.Chapter 4	2
9.	Designing and implementing a community nutrition program	1.Chapter 15	2
10.	Principles of Planning Effective Community Nutrition Programs	2.Chapter 14	2
11.	Theories and Models for Health Promotion and Changing Nutrition Behavior	5.Chapter 5, 6	2
12.	Cultural influences and public health nutrition	3.Chapter 2	2
13.	Evaluation of a community nutrition program	3.Chapter 16	2
14.	Implementing Nutrition Interventions in Low- and Middle-Income Countries	3	2
15.	Maternal and Child Nutrition in Low- and Middle-Income Countries	4. 6.chapter 14, 15, 17	2

Session	Title	Reference/ chapter	Hours
16, 17	Process of policy-making and developing legislative and regulatory	2.Chapter 5, 6	4

References

1. Boyle, M.A. Community Nutrition in Action. 2017 (7th edition). Boston, MA: Centgage Learning.
2. M Kaufman. Nutrition in Promoting the Public's Health; Strategies, Principles, and Practices. 2007.
3. Merson MH, Black RE, Mills AJ. Global Health. Burlington. 2011. (3rd edition). MA: Jones & Bartlett Learning.
4. Allen L, Gillespie S. What works? A review of the efficacy and effectiveness of nutrition interventions. ACC/SCN Nutrition Policy Paper no.19, ADB Nutrition and Development Series No. 5. Manila: Asian Development Bank, 2001.
5. M Gibney; M Barrie. Public Health Nutrition. Margetts and John M. Kearney (ed.) 2004
6. Arlene Spark, Lauren M. Dinour, Janel Obenchain. Nutrition in Public Health Principles, Policies, and Practice, Second Edition. 2021. CRC Press

Advanced Nutrition Interventions and Program Planning

Module Title: Advanced Nutrition Interventions and Program Planning Syllabus

Credits: 2

Prerequisite or co-requisite: Public health, Biostatistics, Nutrition Epidemiology, Research methodology

Module type: Theoretical

Instructor(s)/Department(s): Faculty members of Department of Nutrition Research; Research Department of Food and Nutrition Policy and Planning, National Nutrition and Food Technology Research Institute, Shahid Beheshti University of Medical Sciences

Description:

This course will provide an overview of the role of nutritionists in planning, and evaluating community nutrition programs with the aim of improving population health and wellbeing and food security. This course combines theory, understanding and critical appraisal of community nutrition issues with approaches for implementing community nutrition interventions. The students will be introduced to identification and assessment of community needs, development program to meet those needs, and evaluation.

Learning objectives:

By the end of this course, student will be able to:

- Conduct a community nutrition needs assessment and prioritize the nutritional needs of community
- Develop a nutritional program plan that includes a needs assessment.
- Understand theory driving public health nutrition interventions

- Demonstrate an understanding of cultural competence in the development of nutrition intervention
- Prepare a budget for the development and evaluation of a nutrition intervention.
- Evaluate the process and impact of a nutrition intervention
- Understand the different types of study design commonly used in community nutrition.

Outlines:

Session	Title	Reference/ chapter	Hours
1.	Introduction to public health and community nutrition	4.Chapter 1	2
2.	Community nutrition needs assessment	2.Chapter 14	2
3.	Prioritizing needs and writing clear goals and objectives	2. Chapter 14	2
4.	Stakeholder analysis	2.Chapter 14	2
5.	Individual and environmental models explaining health behavior	1.Part 1, 2 4. chapter 2	2
6.	Implication of gender relations on women's nutrition	4.Chapter 3, 4	2
7.	Strategies for nutrition intervention	2.Chapter 15 5. Chapter 5,6	2
8.	Cultural competence in the development of nutritional programs	4.Chapter 2, 3	2
9.	Designing community nutrition intervention/program	3. Part 2 2. Chapter	2
10.	Budget development and Management of nutrition intervention/program	4.chapter 3 2. chapter 19	2
11.	The component parts of a program theory of change/logic model	1.Part 1, 2	2
12.	Definition of Evaluation and different type of evaluation	2.Chapter 15	2
13.	Delivering successful nutrition intervention	3.Part 3	2
14.	Evaluation of a community nutrition program	2.Chapter 15 6.Chapter1	2
15.	Evaluation framework Developing evaluation design	2.Chapter15 6.Chapter1	2
16.	Data collection and analysis of evaluation data	2.Chapter 15 6.Chapter1	2

References:

1. Glanz K, Rimer BK. Theory at a glance: A guide for health promotion practice. NIH, National Cancer Institute. 2nd ed. 2005.
2. Boyle, M.A. Community Nutrition in Action. 2017 (7th edition). Boston, MA: Centgage Learning.
3. Nnakwe N. Community Nutrition, planning health promotion and disease prevention. 2015 (3rd edition). Published by Jones & Bartlett.
4. Merson MH, Black RE, Mills AJ. Global Health. Burlington. 2011. (3rd edition). MA: Jones & Bartlett Learning.
5. Gibney M; Barrie M. Public Health Nutrition. Margetts and John M. Kearney (ed.) 2004

Seminar Syllabus

Module Title: Seminar

Prerequisite or co-requisite: None

Credits: 1

Module type: Practical

Instructor(s)/Department(s):

Description

In this course, students will have to present a lecture on a current problem of clinical or public health nutrition using critical search and data analysis under the supervision of the instructor(s).

Research Project (thesis) Syllabus

Module Title: Research project

Prerequisite or co-requisite: None

Credits: 12

Module type: Practical

Description

The students will conduct an original research on a hot topic in clinical or public health nutrition using a problem-solving approach under the supervision of the instructor(s).

Multidisciplinary projects are specifically encouraged.