



Information about the subject

Degree: Bachelor of Science Degree in Human Nutrition and Dietetics

Faculty: Faculty of Medicine and Health Sciences

Code: 1311202 **Name:** Psychology

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: Basic Science Module

Subject Matter: Psychology **Type:** Basic Formation

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1312A Rodrigo Martín Pazos Siri **(Responsible Lecturer)**

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Module organization

Basic Science Module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Biology	6,00	Biology and Genetics	6,00	1/1
Biochemistry	6,00	Biochemistry	6,00	1/2
Chemistry	12,00	Basic Fundamentals of Chemistry	6,00	1/1
		Organic Chemistry	6,00	1/2
Physiology	12,00	Physiology	6,00	1/2
		Physiology II	6,00	2/1
Statistics	6,00	Biostatistics	6,00	1/1
Human Anatomy	6,00	Human Anatomy	6,00	1/1
Psychology	6,00	Psychology	6,00	2/1
Anthropology	12,00	Anthropology	6,00	1/1
		Food and Culture	6,00	4/1

Recommended knowledge

No prior knowledge is required.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Understands and assimilates the concepts included in the course content.
- R2 Shows ability to solve problems related to these contents using different resources.
- R3 Understands and proper uses language, as well as correct writing and presentation of data.
- R4 Collaborates with the teacher and classmates throughout the learning process: Attendance to theoretical, practical or tutoring sessions; teamwork; Respect in the treatment; Compliance with the rules of organization of the subject for the benefit of all.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students demonstrate knowledge and understanding in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.		X		
CB3	Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgements that include reflection on relevant social, scientific or ethical issues.				X

SPECIFIC		Weighting			
		1	2	3	4
CE03	Students know the statistics applied to Health Sciences. To know the psychological bases and the bio-psycho-social factors that affect human behaviour.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	10,00%	Evaluation of the use of the practical classes in the classroom, of problems or computers, seminars and tutorials. Through attendance, and participation in the different activities proposed.
	55,00%	Written evaluation of the knowledge and skills obtained. The test may consist of a series of open-ended or multiple-choice questions on the theoretical content of the subject and/or practical exercises (problem solving).
	35,00%	Evaluation of individual or group practices or activities, in which information related to each of the subjects must be sought and structured, and cases or problems resolved. This is done through a system of continuous evaluation throughout the course, which involves the delivery and / or exposure of work, whose objectives and content will be proposed by the teacher.

Observations

MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of capacities, skills and knowledge in the classroom. The blackboard, the computer and the cannon will be used to display texts, graphics, etc.
- M2 Resolution of practical exercises and case studies, analysis of evaluation procedures and procedural intervention. All this with the support of the teacher. This aspect can be controlled through attendance and active participation in the practical sessions.
- M4 Monographic sessions throughout the course, oriented towards current aspects and applications of the subject.
- M5 Student study: individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery in electronic format.
- M6 Application and sharing of multidisciplinary knowledge This is the resolution of a problem that in its subsequent professional practice would require the application of skills acquired through the development of the modules and that would produce synergies in the assimilation of transversal and specific skills. Group work competences will be specifically evaluated.
- M7 Personalised attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc. The attendance of the student and his/her level of gradual development in the knowledge of the subjects will be evaluated.
- M8 A set of tests, written or oral, used in the evaluation of the student.
- M9 Group preparation of readings, essays, problem solving, seminars, papers, reports, etc... for discussion or delivery.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M1, M2, M4, M5, M6, M7	R1, R2, R3, R4	27,00	1,08
Practice lessons M2, M6, M7	R1, R2, R3, R4	15,00	0,60
Group work presentation M5, M6	R1, R2	6,00	0,24
Seminar M1, M4	R1	2,00	0,08
Office Hours M7	R1, R2, R3, R4	8,00	0,32
Evaluation M8	R1, R2, R3, R4	2,00	0,08
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M2, M8	R1, R2, R3	70,00	2,80
Group work M6, M9	R1, R3, R4	20,00	0,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Topic 1: Introduction to Nutrition Psychology	Unit 1. Psycho-nutrition. Unit 2. Psychological variables involved in eating behavior. Unit 3. The role of emotions. Emotional eating
Topic 2: Eating disorder	Unit 5: Descriptive psychopathology (chronic illness, severe mental illness.) Unit 6: Risk factors (personality and nutrition).
BLOCK III: Motivation to change	Unit 7: Introduction to psychotherapies Unit 8: Psychological strategies for the modification of eating behavior. Body image
BLOCK IV: Therapeutic skills (in the exercise of the profession).	Unit 9: Personal and communication skills. (Social communication techniques for the Nutrition specialist). Unit 10: Motivational interview



Temporary organization of learning:

Block of content	Number of sessions	Hours
Topic 1: Introduction to Nutrition Psychology	7,00	14,00
Topic 2: Eating disorder	7,00	14,00
BLOCK III: Motivation to change	8,00	16,00
BLOCK IV: Therapeutic skills (in the exercise of the profession).	8,00	16,00



References

Perpiñá Tordera, C. (2015). Trastornos alimentarios y de la ingestión de alimentos. Madrid: Síntesis.

Toro, J (1994). El cuerpo como delito. Barcelona: Ariel.

Vigan, D (2012). Días sin hambre. Barcelona: Anagrama.

Biografía complementaria

Amigo, I. (2010). Ser gordo, sentirse gordo: claves para el control emocional del peso. Madrid: Pirámide.

Baile, J. I. y González-Calderón, M. I. (2013). Intervención psicológica en obesidad. Madrid: Pirámide.

Bell, L. y Rushforth, J. (2010). Superar una imagen corporal distorsionada: un programa para personas con trastornos alimentarios. Madrid: Alianza Editorial.

Carlson, N.R. (2006). Fisiología de la conducta, 8ª ed. Madrid: Pearson Educación

Casado, M. I. (2013). Obesidad y trastorno por atracón. Madrid: Editorial Grupo 5.

Kass, León (2005). El alma hambrienta. La comida y el perfeccionamiento de nuestra naturaleza. Ediciones Cristiandad, Madrid, 2005, 377 págs.

Moreno, S., Rodríguez-Ruiz, S., y Fernández-Santaella, M.C. (2009). ¿Qué es el ansia por la comida?, Manuales Prácticos. Madrid: Pirámide.

Raich, R.M. (2011). Anorexia, bulimia y otros trastornos alimentarios. Colección ojos solares. Psicología. Madrid: Pirámide.

Rodríguez-Santos, F., Aranceta, J., y Serra, L. (2008). Psicología y Nutrición. Barcelona: Ars Médica

Vera, M.N. y Fernández-Santaella, M.C. (1989). Prevención y Tratamiento de la Obesidad, Serie Práctica. Barcelona: Martínez Roca.

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Rodríguez-Santos, F., Aranceta, J., y Serra, L. (2008). Psicología y Nutrición. Barcelona: Ars Médica

Vera, M.N. y Fernández-Santaella, M.C. (1989). Prevención y Tratamiento de la Obesidad, Serie Práctica. Barcelona: Martínez Roca.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: