Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292045 **Name:** -Disorders of Eating Behavior

Credits: 6,00 **ECTS Year:** 3, 4 **Semester:** 1

Module: OPTIONAL

Subject Matter: Health psychology **Type:** Elective

Field of knowledge: Ciencias de la salud

Department: Personality Psychology, Treatments, and Methodology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

OPP20   Gema García Marco **(Responsible Lecturer)**   gema.garcia@ucv.es

Module organization

OPTIONAL

Subject Matter	ECTS	Subject	ECTS	Year/semester
Health psychology	84,00	-Clinical Neuropsychology	6,00	0, 4/1
		-Disorders of Eating Behavior	6,00	3, 4/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	0, 4/1
		-Main Models of Intervention in Psychotherapy	6,00	This elective is not offered in the academic year 25/26
		Mediation and familiar orientation	6,00	3, 4/1
		-New Directions in Psychotherapy	6,00	This elective is not offered in the academic year 25/26
		-Prevention and Treatment of Addictive Behavior	6,00	0, 2, 3/1
		-Psychogerontology	6,00	This elective is not offered in the academic year 25/26
		-Psychology of the Chronic Disease and of Rehabilitation	6,00	This elective is not offered in the academic year 25/26
		-Psychology, Grieving and Palliative Care	6,00	4/1

Health psychology		-Psychopharmacology	6,00	4/1
		Sleeping disorders	6,00	4/1
		-Therapy Techniques and Behavior Modification	6,00	This elective is not offered in the academic year 25/26
Transversal psychology	42,00	Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 25/26
		Basic Social and Emotional Skills for Professional Practice of Psychology	6,00	This elective is not offered in the academic year 25/26
		History and Philosophy of the Family	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Religion	6,00	This elective is not offered in the academic year 25/26
		Psychology, and Information and Communication Technologies	6,00	This elective is not offered in the academic year 25/26
		-Qualitative Research Methodology	6,00	This elective is not offered in the academic year 25/26
		Scientific English II	6,00	This elective is not offered in the academic year 25/26

Educational psychology	48,00	-Affective Linkages in the Life Cycle	6,00	This elective is not offered in the academic year 25/26
		Development of Cognitive Skills	6,00	This elective is not offered in the academic year 25/26
		Education for Interculturality	6,00	This elective is not offered in the academic year 25/26
		Educational Intervention for Students with Special Educational Needs	6,00	This elective is not offered in the academic year 25/26
		-Occupational Guidance	6,00	This elective is not offered in the academic year 25/26
		Preventive Intervention and Early Stimulation	6,00	2, 3/1
		-School Psychology	6,00	2, 3/1
		Strategies and Tools for Effective Learning	6,00	This elective is not offered in the academic year 25/26
Psychology of work and human resources	42,00	-Cooperative Work in Interdisciplinary Teams	6,00	This elective is not offered in the academic year 25/26
		-Intervention Techniques in Human Resources	6,00	This elective is not offered in the academic year 25/26

Psychology of work and human resources		Interview and Psychological Counselling	6,00	This elective is not offered in the academic year 25/26
		Management of the Work Climate in Organisations	6,00	3/1
		Mediation and Intervention in Family Businesses	6,00	This elective is not offered in the academic year 25/26
		-Negotiation and Conflict Resolution	6,00	0, 4/1
		-Psychology of Communication	6,00	2/1
Community psychology and social intervention	54,00	Family and Aid to Dependency	6,00	2, 3/1
		Intervention and Organisation of Socio-cultural Events	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Conflict and Violence	6,00	2/1
		-Psychology of Criminality	6,00	3/1
		-Psychology of Physical Activity and Sport	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Social Intervention	6,00	This elective is not offered in the academic year 25/26
		-Psychology of the Media	6,00	This elective is not offered in the academic year 25/26

Community psychology and social intervention		Psychosocial Intervention in Disasters and Emergencies	6,00	3/1
		-Social Support Theory and Strategies	6,00	This elective is not offered in the academic year 25/26
Speech therapy psychology	30,00	Acquisition and Development of Language	6,00	This elective is not offered in the academic year 25/26
		Assessment of Language, Speech and Voice	6,00	0/1
		-Language and Hearing Disorders	6,00	0/1
		Linguistic Analysis of Language Disorders	6,00	This elective is not offered in the academic year 25/26
		-Speech and Voice Disorders	6,00	This elective is not offered in the academic year 25/26

Recommended knowledge

Not required

Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad, entre las asignaturas activadas en el curso académico.

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   Knowing the concepts, theories and main models of psychology in the area of Clinical Psychology and Health Psychology.

R2   Being able to design psychological prevention plans that are adequate to the specific demands presented in each area based on the learned theoretical models.

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):

SPECIFIC		Weighting			
		1	2	3	4
CE1	Analyzing needs and requests of addressee functions in different contexts.				x
CE2	Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees.			x	
CE3	Planning and carrying out interviews.			x	
CE4	Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .				x
CE5	Identifying differences, problems and needs.			x	
CE6	Diagnosing following professional principles.				x
CE15	Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support).			x	
CE16	Choosing adequate psychological intervention techniques.			x	
CE17	Mastering strategies and techniques to get adressees involved.		x		
CE18	Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation...			x	
CE19	Putting into practice direct intervention strategies and methods in contexts: building healthy environment...		x		
CE24	Analyzing and interpreting assessment results.			x	
CE25	To be able to measure and to collect relevant data for the evaluation of the interventions			x	
CE26	Writing oral and written reports.			x	

CE27	Knowing and adapting to the psychology code of ethics.			x	
CE34	To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology.			x	

TRANSVERSAL	**Weighting**			
	1	2	3	4
CT1 Capacity to analyze and synthesize.		x		
CT2 Capacity to organize and plan.		x		
CT3 Mastering Spanish oral and written communication.				x
CT6 Capacity to manage information (capacity to look for and analyze information coming from different types of sources)			x	
CT7 Problem solving.		x		
CT8 Decision making.		x		
CT9 Capacity to work in team.			x	
CT10 Capacity to work in interdisciplinary teams.		x		
CT12 Interpersonal skills.			x	
CT15 Ethics.			x	
CT16 Capacity to develop and update competences, skills and knowledge following professional standards.				x
CT17 Capacity to adapt to new situations.			x	
CT20 Knowing foreign cultures.	x			
CT21 Taking initiatives and enterprising spirit.		x		
CT24 Taking responsibility			x	

CT25	Self-criticism ability: being able to critically assess one's performance.			**X**
CT26	Assessing our behavior and knowing our competences and limits.		**X**	

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
	10,00%	Presentation of practical activities.
	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
	10,00%	Oral presentation of assignments.

Observations

On the day of the final exam, a written test will be given consisting of practical exercises with three multiple-choice answers.

To pass the course, the student must separately complete the different assessment systems (attendance and active participation, practical exercises, and exam).

The criteria for granting an Honor Roll: Demonstrated levels of excellence in all competencies and learning outcomes.

Minimum attendance: 80% of classes.

There are two types of assessment: ordinary (80% minimum attendance) and single assessment (alternative). The single assessment is an exceptional assessment for those students who, for proven and justified reasons, cannot meet the minimum attendance criteria. This option must be requested by the student to the course instructor in writing and will receive a response to their request in the same manner. The single assessment will consist of a theoretical exam (70%) and the presentation of practical activities (30%). Both must be passed to obtain an average and pass the course.

Any use of AI tools must be explicitly stated in the submitted document (for example, in a footnote or an appendix). The name of the tool, the purpose of its use (e.g., grammar check, organization of ideas, writing sample), and the part of the work in which it was used must be indicated.

Responsible use of AI will be assessed as part of the criteria for originality and academic honesty .

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method

75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
5,00%	Submitted tasks
20,00%	Attendance and participation in synchronic communication activities.

Observations

To pass the course, the student must separately complete the different assessment systems (attendance and active participation, practical exercises, and exam).
The criteria for awarding a Matricula de Honor (Hons) grade: Demonstrating levels of excellence in all competencies and learning outcomes.
The assessment will consist of a theoretical exam (60%) and the presentation of practical activities (40%). Both must be passed to obtain an average grade and pass the course.
Any use of AI tools must be explicitly stated in the submitted document (for example, in a footnote or an appendix). The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and the section of the work where it was used must be indicated.
Responsible use of AI will be assessed as part of the criteria for originality and academic honesty .

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.
Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

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

M1   Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).

M2	Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
M3	Supervised monographic sessions with shared participation.
M4	Application of interdisciplinary knowledge.
M6	Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
M7	Set of oral and/or written tests employed in initial, training or summative assessment of the student.
M8	Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
M9	Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
M11	Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
M12	Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
M13	Monographic sessions throughout the course, focused on current aspects and applications of the subject.
M14	Set of oral and/or written tests employed in initial, training or summative assessment of the student.
M15	Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.

M16   Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.

M17   Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.

M18   Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.

M19   Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1, M2, M3	R1, R2	40,00	1,60
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M1, M2	R1, R2	6,00	0,24
SEMINAR Supervised monographic sessions with shared participation. M3	R1, R2	8,00	0,32
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2	4,00	0,16
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2	2,00	0,08
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M4	R1, R2	30,00	1,20
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M8	R1, R2	60,00	2,40
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11, M12, M13	R1, R2	40,00	1,60
Virtual practical session (distance learning) M11, M12	R1, R2	6,00	0,24
Seminar and virtual videoconference (distance learning) M13	R1, R2	8,00	0,32
In-person or virtual assessment (distance learning) M14	R1, R2	2,00	0,08
Individual tutoring sessions (distance learning) M16	R1, R2	4,00	0,16
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2	60,00	2,40
Teamwork (distance learning) M17	R1, R2	30,00	1,20
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UNIT1	INTRODUCTION TO EATING DISORDERS
UNIT 2	MODEL OF EATING DISORDERS
UNIT 3	BODY IMAGE
UNIT 4	TECHNIQUES ASSESSMENT. PREVENTION EATING DISORDERS
UNIT 5	CLINICAL GUIDELINES IN EATING DISORDERS

Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT1	6,00	12,00
UNIT 2	12,00	24,00
UNIT 3	2,00	4,00
UNIT 4	5,00	10,00
UNIT 5	5,00	10,00

References

Basic Bibliography

- American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders (Fifth ed.). Arlington, VA: American Psychiatric Publishing.

- Calvo , Rosa (2002). Anorexia y Bulimia. Guía para padres, educadores y terapeutas. Planeta Prácticos.

- Marco, H., Botella, C., Perpiñá, C. (2010) Tratamiento de la Imagen Corporal en los Trastornos alimentarios. Editorial Académica Española.

- National Institute for Clinical Excellence: Eating Disorders: Core Interventions in the Treatment and Management of Anorexia Nervosa, Bulimia Nervosa and Related Eating Disorders: Clinical Guideline 9. London,

- National Institute for Clinical Excellence, 2004.

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- Toro, J.(2009). Trastornos del comportamiento alimentario en adolescentes. Humanidades médicas, 39, 1-18.

Additional Bibliography

- APA (2006).Treatment of patients with eating disorders, third edition. Practice guidelines. Work Group on Eating Disorders. American Psychiatric Association.

- National Institute for Clinical Excellence: Eating Disorders: Core Interventions in the Treatment and Management of Anorexia Nervosa, Bulimia Nervosa and Related Eating Disorders: Clinical Guideline 9. London, National Institute for Clinical Excellence, 2004.

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- Garner, D.M., Vitousek K.M. y Pike K.M. (1997). Cognitive-Behavioral Therapy for AN. In Handbook of treatment for eating disorders. Garner, D.M. y Garfinkel, P.E. (eds). Guilford Press.

- Pike, K.M., Devlin, M.J., Loeb, K.L. (2003). Cognitive-Behavioral therapy in the treatment of anorexia nervosa, bulimia nervosa and binge eating disorder. In Thompson, J.K. (eds.) Handbook of eating disorders and obesity (pp.131-162). Wilely and sons.

- Vitousek, F.B.(2002). Cognitive-behavioral therapy for anorexia nervosa. In C.G. Fairburn y K.L. Brownell (Eds.). Eating Disorders and Obesity: a comprehensive handbook (2nd))ed. , pp. 308-313). New York: Guildford Press.

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- APA (2006). Treatment of patients with eating disorders, third edition. Practice guidelines. Work Group on Eating Disorders. American Psychiatric Association.

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- Fairburn, C. G. (1998). La superación de los atracones de comida. Barcelona: Paidós Fernández- Aranda, F. y Turón, V. (1998). Trastornos de la alimentación: Guía básica de tratamiento en anorexia y bulimia. Barcelona: Masson