



Information about the subject

Degree: Official Master's Degree in General Health Psychology

Faculty: Faculty of Psychology

Code: 1430010 **Name:** Psychopathology of Physiological Functions

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

Module: Specific module: Evaluation, diagnosis and intervention in health psychology.

Subject Matter: VI. PSYCHOPATHOLOGY OF PHYSIOLOGICAL FUNCTIONS **Type:** Compulsory

Department:

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

PSSANI	<u>Maria Magdalena Cubel Alarcon</u> (Responsible Lecturer)	magda.cubel@ucv.es
	Maria Mercedes Requejo Cabezas	mercedes.requejo@ucv.es
PSSANIB	<u>Maria Magdalena Cubel Alarcon</u> (Responsible Lecturer)	magda.cubel@ucv.es
	<u>Gema García Marco</u>	gema.garcia@ucv.es



Module organization

Specific module: Evaluation, diagnosis and intervention in health

Subject Matter	ECTS	Subject	ECTS	Year/semester
VI. PSYCHOPATHOLOGY OF PHYSIOLOGICAL FUNCTIONS	6,00	Psychopathology of Physiological Functions	6,00	1/1
VIII. PSYCHOPATHOLOGY AND FAMILY THERAPY	3,00	Psychopathology and Family Therapy	3,00	1/2
VII. PERSONALITY AND HEALTH	3,00	Personality and Health	3,00	1/2
IV. EVALUATION, DIAGNOSIS AND INTERVENTION FOR CHILDREN AND ADOLESCENTS	9,00	Assessment, Diagnosis and Intervention in Children and Adolescents	9,00	1/1
V. EVALUATION OF AND INTERVENTION IN ANXIETY AND DEPRESSIVE DISORDERS	6,00	Assessment, Diagnosis, and Intervention in Anxiety and Depressive Disorders	6,00	1/1
IX. EVALUATION, DIAGNOSIS AND INTERVENTION IN SEVERE MENTAL DISORDERS	3,00	Assessment, Diagnosis and Intervention in Severe Mental Disorder	3,00	1/2
X. CLINICAL NEUROPSYCHOLOGY	3,00	Clinical Neuropsychology	3,00	1/2



XI. HEALTH
PSYCHOLOGY
PROMOTION AND
INTERVENTION

6,00

Promotion and
Intervention in Health
Psychology

6,00

1/2

Recommended knowledge

Not 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 Knowledge of specific assessment and intervention strategies to address eating disorders and obesity.
- R2 Knowledge of specific assessment and intervention strategies to address sleep disorders.



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):

GENERAL		Weighting			
		1	2	3	4
CG1	Ability to display an attitude of competence and responsibility in both theoretical and practical activities and internal or external practicum.				X
CG8	Ability to develop and remain updated on the competences, knowledge and skills according to the standards of the profession.				X

SPECIFIC		Weighting			
		1	2	3	4
CE3	To show interpersonal communication skills and appropriate emotional management for an effective interaction with patients, families and caregivers during the process of problem identification, evaluation, and when communicating the psychological diagnosis, intervention and follow up plans.				X
CE12	To know in depth the psychological nature of human behavior and the social and biological factors that can affect it.				X
CE16	To know in detail the different models of assessment and intervention in the General Psychology Health and techniques and procedures for the treatment of the behavioral disorders and psychological factors associated with health problems.				X
CE17	Plan, implement and, when appropriate, monitor the process of psychological evaluation of human behavior and psychological factors associated with health problems to establish the evaluation of them.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	50,00%	Evaluation through objective multiple-choice test(s) or essay tests.
	40,00%	Delivery of practical activities (problem solving, case studies, diagnostic analyses, etc.) at the end of each session or by the time stipulated by the professor via the platform.
	10,00%	Positive attendance and active participation in class and/or tutorials: Attendance and intervention in class or tutorials with a positive and active attitude.

Observations

To pass the subject, the student must individually meet the evaluation criteria. It is essential to attend at least 70% of the in-person sessions of the subject to pass it. In the event that the student does not reach the required minimum attendance, they can only qualify based on the exam grade

Learning activities

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

- M1 Presentation of contents by the professor, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M2 Group work sessions supervised by the professor. Case studies, diagnostic analyses, problems, field study. Significant construction of knowledge through student interaction and activity.
- M3 Supervised monographic sessions with shared participation.
- M4 Written test, delivery of synthesis and research work on the contents learned in the sessions.



- M5 Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces.
- M6 Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
IN-PERSON CLASS M1, M2, M3, M4, M5, M6	R1, R2	52,00	2,08
EVALUATION M2, M4, M5, M6	R1, R2	2,00	0,08
WORKSHOPS AND CLINICAL SESSIONS M2, M4, M5, M6	R1, R2	4,00	0,16
TUTORIALS M5	R1, R2	2,00	0,08
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL WORK		90,00	3,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Sleep Physiology	1. Sleep structure 2. Sleep functions 3. Evolution and sleep needs 4. Consequences of inadequate sleep 5. Classification of sleep disorders 6. Diagnostic tests for sleep disorders
Assessment tools and strategies and specific interventions for sleep disorders	1.- Factors involved in the development of sleep 2.- Evolutionary development of sleep from 0 to 10 years 3. Most frequent sleep disorders in childhood 4. Diagnosis 5. Evaluation 6. Treatment
Assessment, diagnosis and intervention of sleep disorders in adolescence	1. Most frequent sleep disorders in adolescence 2. Diagnosis 3. Evaluation 4. Treatment
Assessment, diagnosis and intervention of sleep disorders in adulthood	1. Most frequent sleep disorders in adulthood 2. Diagnosis 3. Evaluation 4. Treatment
Diagnosis and conceptualization of eating disorders	1. Diagnosis in eating disorders 2. Clinical characteristics 3. Etiology and explanatory models
Conceptualization of body image in eating disorders	1. Definition 2. Explanatory Models 3. Evaluation



Evaluation of eating disorders

1. Evaluation Instruments in eating disorders
2. Motivational Interview

Family Therapy in eating disorders

Family Therapy in eating disorders

Treatment of binge eating disorder

Treatment of binge eating disorder

Psychological Treatment for eating disorders

1. Cognitive behavioral Therapy for Anorexia Nervosa
2. Cognitive behavioral Therapy for Bulimia Nervosa
3. Cognitive behavioral Therapy for Body Image
4. Virtual Reality in the treatment of eating disorders

Assessment and intervention in sexual dysfunctions

1. Conceptualization sexual dysfunctions
2. Diagnosis
3. Assessment
4. Treatment



Temporary organization of learning:

Block of content	Number of sessions	Hours
Sleep Physiology	1,00	2,00
Assessment tools and strategies and specific interventions for sleep disorders	5,00	10,00
Assessment, diagnosis and intervention of sleep disorders in adolescence	2,00	4,00
Assessment, diagnosis and intervention of sleep disorders in adulthood	2,00	4,00
Diagnosis and conceptualization of eating disorders	6,00	12,00
Conceptualization of body image in eating disorders	2,00	4,00
Evaluation of eating disorders	2,00	4,00
Family Therapy in eating disorders	2,00	4,00
Treatment of binge eating disorder	2,00	4,00
Psychological Treatment for eating disorders	5,00	10,00
Assesment and intervention in sexual dysfunctions	1,00	2,00



References

Sleep Disorders References:

American Academy of Sleep Medicine. (2014) The International Classification for Sleep Disorders-Third Edition (ICSD-3) Darien: AASM

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Bilbao, Alvaro. (2015). El cerebro del niño explicado a los padres. Barcelona: Plataforma editorial.

Bilbao, A. (2017). Todos a la cama: cómo ayudar a dormir a tu bebé con amor y confianza. Barcelona: Plataforma editorial

Carrillo-Mora, P., Ramírez-Peris, J. y Magaña-Vazquez, K. (2013). Neurobiología del sueño y su importancia: antología para el estudiante universitario. Revista de la Facultad de Medicina de la UNAM, 56 (4).

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Ministerio de Sanidad (2010). *Guía práctica clínica: Aprendiendo a conocer y manejar los problemas de sueño en la infancia y adolescencia*. Información para padres, educadores y adolescentes.

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Eating disorders References:

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Eating disorders recommended references:

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Tratamiento para el trastorno de atracones

Baile Ayensa, J.I & González Calderón, M.J. (2016). Trastorno por atracón: diagnóstico, evaluación y tratamiento. Madrid: Pirámide

Tratamiento de la Imagen corporal

Marco, J.H., Botella, C. y Perpiñá C. (2011). Tratamiento de la imagen corporal en los Trastornos Alimentarios. Editorial Académica Española
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Terapia Dialéctica Comportamental para los TA

García Palacios A., Navarro M, Guillén V, & Marco, J.H. (2010) Estudio preliminar sobre la eficacia de la terapia dialéctico-comportamental en personas diagnosticadas de trastorno límite de la personalidad y bulimia nerviosa. Behavioral Psychology, 18 (1), 197-216.

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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: