

**COURSE DATA****Data Subject**

<b>Code</b>	33936
<b>Name</b>	Psychology
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2020 - 2021

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1205 - Degree in Human Nutrition and Dietetics	Faculty of Pharmacy and Food Sciences	1	First term
1211 - D.D. in Pharmacy-Human Nutrition and Dietetics	Faculty of Pharmacy and Food Sciences	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1205 - Degree in Human Nutrition and Dietetics	6 - Psychology	Basic Training
1211 - D.D. in Pharmacy-Human Nutrition and Dietetics	1 - Asignaturas obligatorias del PDG Farmacia-Nutrición Humana y Dietética	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
COTOLI CRESPO, MARIA AMPARO	295 - Personality, Evaluation and Psychological Treatment

**SUMMARY**

The goals of PSYCHOLOGY are focused on the basic knowledge of psychology concepts that allow students to understand the factors bio-psycho-social impact on human behavior and, moreover, that acquire a series of theoretical developments and knowledge of procedures used to show the relevance of psychological factors on health and nutrition of human beings.



Along with this, it is important to the acquisition of personal skills and communication are essential in the field of health professionals.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

No specific knowledge is required

## OUTCOMES

### 1205 - Degree in Human Nutrition and Dietetics

- Capacidad comunicativa oral y escrita en todos los ámbitos posibles del ejercicio de su profesión; espíritu crítico, adquiriendo habilidades de trabajo en equipo y asumiendo el liderazgo cuando sea apropiado.
- Desarrollar habilidades para emprender estudios posteriores y actividades de formación continuada.
- Recognise one's own limitations and the need to maintain and update professional competence, with particular emphasis on independent and lifelong learning of new facts, products and techniques in the field of nutrition and food, and on motivation for quality.
- Realizar la comunicación de manera efectiva, tanto oral como escrita, con las personas, profesionales o industria y medios de comunicación.
- Participar en actividades de promoción de la salud y prevención de trastornos y enfermedades relacionadas con la nutrición y los estilos de vida, llevando a cabo la educación alimentaria-nutricional de la población.
- Know the psychological base and the biopsychosocial factors that affect human behaviour.
- Know the aspects of critical importance in psychology and highlight the relevance of psychological issues on human health and nutrition.
- Develop and apply the basic principles of communication techniques.
- Know about the various educational methods applicable to the health sciences, and the communication techniques used in food and human nutrition.



## LEARNING OUTCOMES

The goal is to form competent students so that the end of the course are able to:

- Analyze and interpret correctly the problems presented
- Demonstrate knowledge, understanding and practical skills in organization and planning
- Write with correction
- Perform tasks effectively as a team member
- Be skilled in interpersonal relations and conflict management
- Recognize the factors bio-psycho-social impact on human behavior
- Consider the importance of the psychological aspects of health and human feeding
- Arguing plans, to promote physical and psychological
- Rigorously evaluate relevant information
- Demonstrate commitment to continuous self-assessment and personal development

## DESCRIPTION OF CONTENTS

### 1. Introduction to Psychology

Theme 1.- Historical overview. Definition of Psychology

Theme 2.- Main Models

Theme 3.- Basic concepts in Psychology:

Learning, Thinking, Motivation, Emotion, Personality, Developmental Psychology

### 2. Introduction to Health Psychology

Theme 4.- Historical and conceptual approach to health psychology

Theme 5.- Adherence to the therapy

Theme 6.- Specific topics of health promotion: stress, tobacco, obesity, exercise

Theme 7.- Introduction to the psychological disorders. Eating disorders

Theme 8.- Risk and vulnerability

2.1 WORKSHOP 1.- Healthy habits

2.2 WORKSHOP 2.- Psychological intervention in obesity

2.3 WORKSHOP 3.- Psychological interventions for eating disorders: anorexia and bulimia

2.4 WORKSHOP 7.- Stress management techniques

### 3. Introduction to the psychological evaluation. Interview techniques and counseling

Theme 9.- Evaluation and related concepts

Theme 10.- Assessment of eating disorders

Theme 11.- Interview and Counseling

3.1 WORKSHOP 5.- Assessment of eating disorders

3.2 WORKSHOP 6.- Interview techniques and counseling

**4. Personal skills and communication**

Theme 12.-Interaction and interpersonal perception

Theme 13.-Personal skills and communication

Theme 14.- Information and communication skills in the field of health service

4.1 WORKSHOP 7.- Communication and listening skills

4.2 WORKSHOP 8.- Information and communication skills in the field of health service

4.3 WORKSHOP COORDINATED 9.- Exposition and defense work in team

4.4 WORKSHOP COORDINATED 10.- Exposition and defense work in team

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Seminars	10,00	100
Tutorials	2,00	100
Development of group work	15,00	0
Development of individual work	10,00	0
Study and independent work	20,00	0
Readings supplementary material	5,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	8,00	0
Resolution of case studies	10,00	0
Resolution of online questionnaires	2,00	0
<b>TOTAL</b>	<b>142,00</b>	

**TEACHING METHODOLOGY**

The methodological strategies are set so that the student be able to meet different competencies raised. They focus on three main sections: lecture, cooperative learning, independent learning:

- participatory lectures
- Modeling and role-playing techniques
- Case studies
- Presentation in class by students
- Cooperative work
- Individual work
- If possible, use the virtual classroom forum to facilitate consultation and clarification that may be of interest to the working groups
- Individualized Tutoring



## EVALUATION

It will assess the individual and group work carried out throughout the semester with regard to the acquisition of specific skills and generic.

The final evaluation and grading of the material will be made by:

- a) Written examination in the form of objective evidence on the theoretical and practical matter. 70% of the final grade. (To be eligible to pass the course, students will have to overcome, at least 50% -3.5 punts-, this theoretical part).
- b) Performing work: (To be eligible to pass the course, students will have to overcome at least 50% -1.25 punts, this part of work:

- Teamwork realization in the Seminar Coordinator. 10% of the final for the group A and B

Individual work of classroom activities for the DG group. 10% of the final grade.

- An individual report on the practical part of the course (for students who have attended classes regularly practices and proposed activities). 10% of the final
  - Teamwork on the theoretical and practical issues proposed. 0.5% of the final
- c) Attendance and active participation in tutorials. 0.5% of final grade

The student must obtain a score equal to or greater than 5 to pass the course. Students who have not attended classes regularly practices of the subject, will be examined through a review of development on the subject in class based on a practical case to which they will have to answer the questions that arise on the subject taught in the classes.

To obtain distinction (from 9.5) an individual work will be carried out on a practical case.

Students in the 1 st call only overcome one of the two parties will keep the note in the 2nd call. The note will NOT Presented only if don't made the review of theory or practice.

Topics may be drawn from the material explained in class, the basic literature and the material available at the library, photocopying or virtual classroom.

The students of Double Degree, the seminars 9 and 10 will be of presentation and defense of the works realized in equipment.

## REFERENCES

## Basic

- GIL, J. (2004). Psicología de la Salud. Aproximación histórica, conceptual y aplicaciones. Madrid: Pirámide.
- PERPIÑÁ, C. (2014). Manual de entrevista psicológica. Madrid: Pirámide  
<http://universidadparalafamilia.org/Materiales/MANUAL-DE-LA-ENTREVISTA-PSICOLOGICA.pdf>
- MORRIS CH.G. y MAISTO, A.A. (2005). Introducción a la Psicología. México: Pearson Educación  
<https://books.google.es/books?hl=es&lr=&id=PLDQoRgu5ZYC&oi=fnd&pg=PP13&dq=introducci%C3%B3n+a+l+hGV&sig=JHVor4OP5HquoSTnaxO1myO6b78#v=onepage&q=introducci%C3%B3n%20a%20la%20psicologia&>





### Additional

- AMIGO, I., FERNÁNDEZ, C. Y PÉREZ-ÁLVAREZ, M. (2003). Manual de Psicología de la salud (2ª Ed). Madrid: Pirámide.
- APA (2002)- DSM-IV-TR Manual diagnóstico y estadístico de los trastornos mentales Barcelona: Masson,
- BELLOCH, A., SANDÍN, B. Y RAMOS, F. (1995)- Manual de. Psicopatología. Madrid : McGraw-Hill, Interamericana de España
- BIMBELA PEDROLA, JOSÉ LUIS (2001)- "Cuidando al cuidador "counseling" para profesionales de la salud", Granada Escuela Andaluza de Salud Pública
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- DAVIS, M.; MCKAY, M. y ESHELMAN, E.R. (1985). Técnicas de autocontrol emocional. Barcelona: Martínez Roca.
- FEENSTRA, C. (2001). ¡Socorro! Mi hijo no come. Barcelona: Medici
- GARCÍA-CAMBA, E (2001). Avances en trastornos de la conducta alimentaria. Anorexia nerviosa, bulimia nerviosa, obesidad. Barcelona: Masson
- GARCIA, S. (1999). Cómo vivir francamente estresado. Barcelona: Gestión 2000
- GUTIÉRREZ ROSADO, ROSA [ET. AL.] (2003). Instrumentos de evaluación en psicología de la salud. Madrid: Alianza Editorial, S.A.
- HOMBRADOS, M.I. (1997). Estrés y salud. Valencia: Promolibro.
- LIRIO, J. (2003). Niños¡a comer! Madrid: Espasa Calpe
- MASANA, L. (2003). Vida de infarto. La felicidad en tiempos del colesterol. Barcelona: Amat
- MCKAY, M.; DAVIS, M.; FANNING, P. (1985). "Técnicas cognitivas para el tratamiento del estrés". Barcelona: Martínez Roca.
- NARDONE, G. (2004). Más allá de la anorexia y la bulimia. Barcelona: Paidós
- NARDONE, G., VERBITZ, T. Y MILANESE, R. (2002). Las prisiones de la comida. Barcelona: Herder.
- ORTIGOSA, J.M., QUILES, M.J. Y MÉNDEZ, F.X. (2003). Manual de Psicología de la Salud con niños, adolescentes y familia. Madrid: Pirámide.
- VERA GUERRERO, M.N. (1989). Prevención y tratamiento de la obesidad. Barcelona: Martínez Roca
- WILSON, P.H., SPENCE, S.H., KAVANAGH, D.J. (1995). Técnicas de entrevista clínica Barcelona: Martínez Roca.
- Búsqueda de libros en ISBN: <http://www.mcu.es/webISBN/>
- Col.legi oficial de psicòlegs de la Comunitat Valenciana: <http://www.cop-cv.org>
- Health & Rehabilitattion: <http://www.helathpsych.com>



## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **Teaching methodology**

The planning of the face-to-face theoretical classes is maintained.

Delivery of materials for the theoretical classes (slides and notes necessary) in the Virtual Classroom

Synchronous BBC videoconferences for theoretical classes of difficulty in concepts

Adaptation of the seminars / practical classes with spoken Powers to which the student can access to carry out the activities

Viewing educational videos

Discussion exercises on practical cases in the Virtual Classroom Forum

Activities to be carried out in the "Task" option of the Virtual Classroom

Use of the virtual classroom "Questionnaires" tool for continuous assessment

The practices are maintained with the original schedule, but with a capacity that complies with the health security measures, so it will be reduced if necessary.

Coordinated Seminars and tutorials will be held in person or by videoconference, depending on the needs, maintaining the established schedules

### **Evaluation**

The total grade will be obtained from the evaluation of two types of activities:

- individual and group activities (continuous evaluation)
- theory-practical exam with objective test modality and/or short questions related to theory and/or practical cases

The exam will be preferably face-to-face, if not possible, the tools of the virtual classroom will be used

Students who do not obtain the pass grade in the first call must sit an exam theoretical and practical subjects of the course in the second call, which will have the same characteristics as the first, keeping the marks of the Coordinated Seminar and the activities.