

## 1. OVERVIEW

<b>Subject Area</b>	Psychology
<b>Degree</b>	Human Nutrition and Dietetics
<b>School/Faculty</b>	Biomedical and Health Sciences
<b>Year</b>	First
<b>ECTS</b>	6 ECTS
<b>Type</b>	Core
<b>Language(s)</b>	Spanish
<b>Delivery Mode</b>	On-campus and blended
<b>Semester</b>	2
<b>Coordinating professor</b>	Nerea Amezcua Valmala

## 2. INTRODUCTION

This subject area is worth 6 ECTS credits, equivalent to 150 hours of work by students, and is delivered in the second semester of the first year of the degree. As a core subject area, Psychology is also related to other core compulsory subject areas in the curriculum, which must be delivered according to a coordinated, coherent timeline. It is fundamentally related to Biology and Physiology, as people develop from three dimensions: the physical, the psycho-behavioural and the psychosocial (relational). The subject area will be delivered through learning activities such as the reading of content, consultation of applied research studies and CASE STUDIES, requiring the active participation of students.

We will also deal with the communication processes of individuals as social, collective beings, and so the content will be approached from a perspective that focuses more on the development of communication skills and interaction with the environment in which we develop.

## 3. SKILLS AND LEARNING OUTCOMES

**Key skills (CB, by the acronym in Spanish):**

- CB2: Students should know how to apply the knowledge acquired and their problem-solving skills in new or relatively little-known environments within wider (or multidisciplinary) contexts related to their area of study.
- CB3: Students should be able to integrate knowledge and face the complexity of formulating opinions from information that may be incomplete or limited, but which includes thoughts on the social and ethical responsibilities linked to the application of their knowledge and opinions.

- CB4: Students should be able to communicate their conclusions, as well as the knowledge and underlying reasons they are based on, to expert and non-expert audiences in a clear and concise way.

**General skills (CG, by the acronym in Spanish):**

- CG2: Carry out professional activity with regard to other health professionals, acquiring teamwork skills.
- CG5: Communicate effectively, both spoken and in writing, with individuals, health professionals or industry and the media, knowing how to use information and communication technology, especially that related to nutrition and lifestyle.

**Cross-curricular skills (CT, by the acronym in Spanish):**

- CT1: Ethical values: Ability to think and act in line with universal principles based on the value of a person, contributing to their development and involving commitment to certain social values.
- CT2: Independent learning: Skillset for choosing strategies to search, analyse, evaluate and manage information from different sources, as well as to independently learn and apply knowledge to practice.
- CT3: Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organisations to reach common goals.
- CT4: Written/spoken communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements.
- CT7: Leadership: Be able to direct, motivate and guide others by identifying their skills and abilities, in order to effectively manage their development and common interests.
- CT9: Global mindset: Be able to show interest in and understand other customs and cultures, be aware of your own biases and work effectively as part of a global community.

**Specific skills (CE, by the acronym in Spanish):**

- CE29: Learn about the science of psychology: the learning process and cognitive processes.
- CE30: Be familiar with how human personality develops.
- CE31: Understand the concepts of health psychology and illness, the psychological effects of illness and the healing process.
- CE32: Be able to create communication and advertising programmes in the area of health.

**Learning outcomes (RA, by the acronym in Spanish):**

- RA1: Know the psychological foundations and psychosocial factors involved in human behaviour.
- RA2: Knowledge of basic psychological process and how they relate to nutrition.
- RA3: Demonstrate the ability to assess the relationship between personality and nutrition from a biopsychological approach.

- RA4: Ability to complete case studies and take action in concrete situations. (nutritional status assessment)
- RA5: Prepare students to deal with complex therapeutic situations by means of different techniques.
- RA6: Acquire the ability to make decisions in crisis situations.
- RA7: Be familiar with aspects of communication between company teams and be able to work as part of a team work in a way that ensures consumer protection.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB2, CB3, CT1, CT2, CT3, CE31, CG2	RA1: Know the psychological foundations and psychosocial factors involved in human behaviour.
CB2, CB3, CT2, CT3, CE29, CE30, CG2	RA2: Knowledge of basic psychological process and how they relate to nutrition.
CB3, CT2, CT3, CE30, CE31, CG2	RA3: Demonstrate the ability to assess the relationship between personality and nutrition from a biopsychological approach.
CB2, CB3, CB4, CT3, CT4, CE31, CG2	RA4: Ability to complete case studies and take action in concrete situations.
CB2, CB3, CB4, CT1, CT3, CT7, CE32, CG2	RA5: Prepare students to deal with complex therapeutic situations by means of different techniques.
CB2, CB4, CT2, CT3, CT7, CT9, CE31, CE32, CG2	RA6: Acquire the ability to make decisions in crisis situations.
CB4, CT3, CT7, CT9, CE32, CG5	RA7: Be familiar with aspects of communication between company teams and be able to work as part of a team work in a way that ensures consumer protection.

## 4. CONTENTS

This subject area is divided into four learning units (UA, by the acronym in Spanish), which are then divided into various topics. Furthermore, the overall set of objectives established for the module is specifically linked to each unit:

### **UD1: The science of psychology and basic processes of psychology: the learning process and cognitive processes.**

- Topic 1: The science of Psychology. What is it?
- Topic 2: Basic psychological processes 1: cognitive processes - awareness, attention and perception.
- Topic 3: Basic psychological processes 2: learning.

### **UA2. Evolutionary development and human personality development. Personality disorders.**

- Topic 4. Evolutionary development: childhood, adolescence, adult age and old age.
- Topic 5. Theories of personality development.
- Topic 6: Personality disorders.

### **UA1. Psychology of health and illness: psychological effects of illness and healing processes.**

- Topic 7. Psychology of health and illness 1: the health/illness process.
  - The health/illness process.
  - People's approaches to health and illness
- Topic 8. Psychology of health and illness 2: effects and treatment (healing processes).
  - Different types of behaviour, their relationship with health and illness, and their consequences for health (nutritional).
  - The healing process and psychological treatment (current).

**UA4. Communication skills (in therapeutic settings). Designing communication and advertising programmes (health promotion) in the area of nutrition.**

- Topic 9. Communication skills in therapeutic settings.
  - Tools of communication and humanisation.
  - Communication styles between patients, healthcare professionals and other actors.
- Topic 10. Nutritional health intervention and promotion programmes. (epidemiology and prevention in nutritional health).

## 5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Lecture
- Collaborative learning
- Simulated environments
- Spoken presentations

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

**On campus:**

Learning activity	Number of hours
Lecture	40h
Independent working	28h
Practical exercises	40h
Group activities	25h
Spoken presentations by students	2h
Tutorials	10
Knowledge test	5h
<b>TOTAL</b>	<b>150 h</b>

**Blended:**

Learning activity	Number of hours
Reading of content	30h
Online seminars	10h
Independent working	25h
Practical exercises	25h
Group activities	35h
Online tutorials	10h
Spoken presentations via online classes	10h
Knowledge test	5h
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

The assessment methods, together with their respective weighting towards the final grade for the subject, are as follows:

**On campus:**

Assessment method	Weighting
Knowledge test	50%
Learning portfolio: Design of scenarios, case studies and practical exercises.	20%
Participation in debates: Participation in forums and seminars.	15%
Spoken presentation: Mock consultation	15%

**Blended:**

Assessment method	Weighting
Knowledge test	50%
Learning portfolio: Design of scenarios, case studies and practical exercises.	20%
Participation in debates: Participation in forums and seminars.	15%
Spoken presentation: Mock consultation	15%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessment activities, including the deadlines and assessment procedures for each activity.

## 8. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Manual de PSICOLOGIA. 7ª EDICION. David G. Myers. Hope College. Holland, Michigan. Buenos Aires. Madrid. Médica Panamericana. 2005.
- Myers, D. G. (2006). *Psicología*. Ed. Médica Panamericana.
- Manual de Trastornos del Comportamiento Alimentario y Obesidad. edición 2014. Panamericana.
- The Active Female. Health Issues. Throughout the Lifespan. Second Edition. Jacalyn J. Robert-McComb. Springer. New York. 2014
- SPECIFIC BIBLIOGRAPHY: to be provided by the professors of Module 2 and will be made available through the virtual campus, together with documents required to pass this subject area.