

## 1. OVERVIEW

<b>Subject Area</b>	Therapeutic Skills
<b>Degree</b>	Bachelor's Degree in Human Nutrition and Dietetics
<b>School/Faculty</b>	School of Biomedical and Health Sciences
<b>Year</b>	4º
<b>ECTS</b>	3 ECTS
<b>Type</b>	Compulsory
<b>Language(s)</b>	Spanish
<b>Delivery Mode</b>	On-campus/blended
<b>Semester</b>	Semester 7
<b>Coordinating professor</b>	María Isabel Ramírez Goercke

## 2. INTRODUCTION

Therapeutic Skills is a compulsory subject area worth 3 ECTS credits, delivered in the 4th year of the degree. It is part of the module of Public Health and Community Nutrition. The aim is to provide students with all the tools and techniques necessary for the best possible approach to the nutrition of patients, both in a nutrition consultation and in other possible professional situations. The subject area will address communication and empathy between the dietician/nutritionist and patient, and the important issue of knowing how to manage different complex situations and difficult emotions of patients (such as anxiety, frustration, abandonment of the dietary plan, etc.). Furthermore, nutritional coaching will be used to improve patients' adherence to dietary advice, boost their motivation and reduce the risk of negative emotions or neglect.

The contents of the subject are geared towards a practical approach and adapted to real situations in the professional practice of the dietitian/nutritionist in this area. We also following a learning model based on Simulated environments, cooperative learning and solving real-life case studies.

## 3. SKILLS AND LEARNING OUTCOMES

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

- CB2: Students can apply their knowledge to their work professionally and possess the necessary skills, usually demonstrated by forming and defending opinions, as well as resolving problems within their study area.

- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

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

- CG19: Learn about and contribute towards the design, performance and validation of nutritional/epidemiological studies, as well as the planning, analysis and evaluation of food/nutrition intervention programmes in different settings.
- CG20: Be able to take part in activities that promote health and aim to prevent disorders and diseases related to nutrition and lifestyle, specifically by educating the population about food and nutrition.
- CG21: Be able to take part in activities that promote health and aim to prevent disorders and diseases related to nutrition and lifestyle, specifically by educating the population about food and nutrition.

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

- CT1: Communication: ability to engage in active listening, ask questions and respond in a clear and concise way, as well as to effectively express ideas and concepts. This includes concise and clear written communication.
- CT5: Initiative: ability to undertake difficult or risky actions with resolve.
- CT6: Problem solving: ability to solve an unclear or complex issue or situation which has no established solution and requires skill to reach a conclusion.
- CT7: Decision making: ability to choose between different options or methods to effectively solve different problems or situations.
- CT9: Ability to put knowledge into practice, using the skills acquired in the classroom to mock situations based on real life experiences that occur in the relevant profession.

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

- CE150: Know how to communicate in crisis situations and how to manage these situations.
- CE151: Know how to demonstrate empathy with the patient.
- CE152: Understand and know how to use communication skills and techniques in difficult situations.

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

- RA1: Understand the importance of empathising with patients.
- RA2: Learn to create spaces for communication and trust between the patient and nutritionist.

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

Skills	Learning outcomes
CB2, CB4, CB5, CT1, CT5, CT7, CT9, CG20, CG21, CE151, CE152.	<b>RA1:</b> Understand the importance of empathising with patients.
CB2, CB3, CB4, CB5, CT1, CT5, CT6, CT7, CT9, CG19, CG20, CG21, CE150, CE152.	<b>RA2:</b> Learn to create spaces for communication and trust between the patient and nutritionist.

## 4. CONTENTS

**Unit 1. Therapeutic and Communication Skills of the Dietician/Nutritionist.**

- Topic 1. Therapeutic skills in a nutrition consultation.
- Topic 2. Communication skills with patients.
- Topic 3. Empathic and motivational patient interviews.

**Unit 2. Nutrition Coaching.**

- Topic 4. Introduction to nutrition coaching: basic concepts, processes and objectives.
- Topic 5. Nutrition coaching in dietary intervention and changing eating habits.

**Unit 3. Eating Behaviour and Emotions.**

- Topic 6. Eating behaviour and changing eating habits.
- Topic 7. Emotions and food.

## 5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Lecture.
- Problem-solving
- Collaborative learning
- Project-based learning
- Simulated environments

## 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	18
Independent working	25
Problem-solving	10
Spoken presentations by students	4
Written reports and essays	5
Design of strategies, procedures and intervention plans	4
Critical analysis of texts	4
Tutorials	3
Knowledge test	2
<b>TOTAL</b>	<b>75</b>

### Blended:

Learning activity	Number of hours
Reading of content	9
Online seminars	9
Independent working	25
Problem-solving	10
Spoken presentations by students	4
Written reports and essays	5
Design of strategies, procedures and intervention plans	4
Critical analysis of texts	4
Online tutorials	2
Knowledge test	3
<b>TOTAL</b>	<b>75</b>

## 7. ASSESSMENT

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

**Blended:**

Assessment method	Weighting
Submission of reports/problems	20%
Performance observation	10%
Spoken presentation	10%
Participation in debates	10%
Knowledge test	50%

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 reference work for following this subject area is:

- Fernández-Ballesteros, R. (2013). Evaluación psicológica. Conceptos, métodos y estudio de casos. Pirámide: Madrid.
- Miller, W.R. y Rollnick, S. (2015). La entrevista motivacional. Ayudar a las personas a cambiar. Paidós: Barcelona.
- Fleta, Y.; Giménez, J. (2015) Coaching nutricional. Haz que tu dieta funcione. Debolsillo: España.

The recommended bibliography is indicated below:

- Herrero G, Andrades C (2019). Psiconutrición, aprende a tener una relación saludable con la comida. Arcopress: Córdoba.
- Labrador, F.J., Cruzado, J.A. y Muñoz, M. (2005). Manual de técnicas de modificación y terapia de conducta. Pirámide: Madrid.