

## 1. OVERVIEW

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

## 2. INTRODUCTION

‘Nutrition in Eating Disorders’ (3 ECTS credits) is an optional subject area in Module 4 of Nutrition, Dietetics and Health Sciences (36 ECTS credits) within the Bachelor's Degree in Human Nutrition and Dietetics at Universidad Europea de Madrid (UEM).

It is delivered in the 4th year in the 7th semester of the whole degree and has the following objectives:

- Be familiar with the historical development of eating disorders (EDs).
- Know the aetiopathogenesis of eating disorders, their diagnosis, evolution and prognosis.
- Know the descriptive characteristics and symptomatology of Anorexia, Bulimia and atypical and/or unspecified disorders.
- Know the causes/agents/factors responsible for the onset of EDs and learn to give personal assessments of them in patients.
- Understand eating behaviour from a multidisciplinary perspective.
- Students will undertake more in-depth study of nutrition assessment for people with EDs.
- Plan and design nutrition treatment plans.

### 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):**

- CG13: Understand and assess the relationship between food and nutrition in situations of health and situations of illness.
- CG15: Design and implement protocols for assessing nutritional status, identifying nutritional risk factors.
- CG16: Interpret a nutritional diagnosis, assess the nutritional aspects of a patient's medical record and implement a diet plan.

#### **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.
- CT3: Teamwork: ability to integrate and collaborate actively with other people, areas and/or organisations to reach common goals, evaluate and integrate contributions from the rest of the group members and create a good working environment.
- 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.

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

- CE102: Know the aetiopathogenesis of eating disorders, their diagnosis, evolution and prognosis.
- CE103: Know how to carry out a nutrition assessment on people with eating disorders and provide treatment.
- CE104: Know how to act in order to prevent eating disorders.

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

- R1: Know how to perform a personal nutrition assessment and complete reports based on the assessment.
- R2: Know how to assess the risk factors and measures of preventing eating disorders.

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

Skills	Learning outcomes
CB2, CB3, CB4, CG13, CG15, CG16, CT1, CT6, CE102, CE103, CE104	RA1: Know how to perform a personal nutrition assessment and complete reports based on the assessment.
CB2, CB3, CB4, CB5, CG13, CG15, CG16, CT3, CT6, CE102, CE103, CE104	RA2: Know how to assess the risk factors and measures of preventing eating disorders.

## 4. CONTENTS

### UNIT 1. INTRODUCTION, HISTORY, EVOLUTION AND CONCEPTS OF EATING DISORDERS

- TOPIC 1. History, evolution and concepts of EDs
- TOPIC 2. Epidemiology, bio-psycho-social model and risk factors of EDs

### UNIT 2. DIAGNOSIS, EVOLUTION AND PROGNOSIS OF EATING DISORDERS

- TOPIC 3. Body image, common aspects, clinical consultation and diagnostic criteria for EDs
- TOPIC 4. Other types of ED, treatment and prevention

### UNIT 3. NUTRITION ASSESSMENT AND TREATMENT IN EATING DISORDERS

- TOPIC 5. Role of the nutritionist within a multidisciplinary team, nutrition assessment
- TOPIC 6. Objectives and nutrition education for EDs

## 5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Lecture
- Collaborative learning
- Case studies
- Problem-based and project-based learning.
- Learning based on workshops/labs

## 6. LEARNING ACTIVITIES

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

### On campus

Learning activities	Number of hours
Lecture	25
Independent working	13
Case studies	5
Group activities	5
Written reports and strategies	7
Workshops and/or lab work	9
Tutorials	9
Knowledge test	2
<b>TOTAL</b>	<b>75</b>

### Blended learning

Learning activities	Number of hours
Reading of content	6
Online seminars	7
Independent working	25
Case studies	6
Group activities	5
Written reports and strategies	5
Workshops and/or lab work	9
Online tutorials	9
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:

**On campus:**

Assessment method	Weighting
Submission of reports and essays	10%
Laboratory work	30%
Participation in debates	10%
Performance observation	10%
Knowledge test	40%

**Blended:**

Assessment method	Weighting
Submission of reports and essays	10%
Laboratory work	30%
Participation in debates	10%
Performance observation	10%
Knowledge test	40%

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:

- Manual de Trastornos del Comportamiento Alimentario y Obesidad. Un enfoque integral. Gonzalo Morandé Lavín, Montserrat Graell Bernal, M. Ascensión Blanco Fernández. Edición 2014. Panamericana.

The recommended bibliography is indicated below:

- Trastornos de la Conducta Alimentaria y Obesidad. Jáuregui I., Herrero G., Bolaños P., Andrades .