COURSE DATA

DATA SUBJECT

Code: 33936
Name: Psychology
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1205 - Degree in Human Nutrition and Dietetics	Facultat de Farmàcia i Ciències de L'alimentació	1	First quarter
1211 - Double Degree in Pharmacy and Human Nutrition and Dietetics	Facultat de Farmàcia i Ciències de L'alimentació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1205 - Degree in Human Nutrition and Dietetics	Psychology	BASIC
1211 - Double Degree in Pharmacy and Human Nutrition and Dietetics	Asignaturas obligatorias del PDG Farmacia-Nutrición Humana y Dietética	COMPULSORY

COORDINATION

DIAZ MARTINEZ AMELIA

AMIGO BORRAS SALVADOR

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

COMPETENCES / LEARNING 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.

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.

Know the aspects of critical importance in psychology and highlight the relevance of psychological issues on human health and nutrition.

Know the psychological base and the biopsychosocial factors that affect human behaviour.

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.

Realizar la comunicación de manera efectiva, tanto oral como escrita, con las personas, profesionales o industria y medios de comunicación.

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.

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

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	2,00
Theory	45,00
Seminar	10,00
Total hours	**57,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	25,00
Independent study and work	25,00
Preparation of lessons	23,00
Preparation for assessment activities	2,00
Resolution of case studies	10,00
Total hours	**85,00**

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

During the activities, both theoretical and practical, examples of the applications of the contents of the subject in relation to the Sustainable Development Goals (SDGs), as well as in the proposed topics for Coordinated Seminars. This is intended to provide the students knowledge, skills and motivation to understand and address these SDGs, at the same time that reflection and criticism are promoted.

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. 80% of the final grade. (To be eligible to pass the course, students will have to overcome, at least 50% -4 punts-, this theoretical part).

b) Performing work: (To be eligible to pass the course, students will have to overcome at least 50% -1.5 points, this part of work:

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

- 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. O.5% of the final.

- 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.
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.

The note of the Seminars coordinated only holds 2 years.

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

Dual Degree students, doesn't Teamwork realization in the Seminar Coordinator, written examination in the form of objective evidence on the theoretical and practical matter. 90% of the final grade. (To be eligible to pass the course, students will have to overcome, at least 50% -4,5 points-, this theoretical part).

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

Continuous assessment activities, which in this subject are shown to be seminars/practices, tutorials and coordinated seminars, are COMPULSORY ATTENDANCE and, therefore, NON-RECOVERABLE, in accordance with the provisions of article 6.5 of the Assessment and Qualification Regulations of the UV for Bachelor's and Master's degrees. In the event that, for justified reasons, you cannot attend any of these activities, you must notify us sufficiently in advance. In this way, the person in charge of the subject will be able to assign the student a session in another group.

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken. Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents.

In the event of fraudulent practices, the "Action Protocol for fraudulent practices at the University of Valencia" will be applied (ACGUV 123/2020):

https://www.uv.es/sgeneral/Protocols/C83sp.pdf

REFERENCES

- OBLITAS L.A. (2010). Psicología de la Salud y calidad de vida. Cengage Learning. 3ª Edición https://wiac.info/doc-view

- 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+la+psicologia&ots=unBKj1-hGV&sig=JHVor4OP5HquoSTnaxO1myO6b78#v=onepage&q=introducci%C3%B3n%20a%20la%20psicologia&f=false

- AMIGO, I., FERNÁNDEZ, C. Y PÉREZ-ÁLVAREZ, M. (2003). Manual de Psicología de la salud (2ª Ed). Madrid: Pirámide.

- APA (2018)- DSM-5 Manual diagnóstico y estadístico de los trastornos mentales Barcelona: Masson, https://www.eafit.edu.co/ninos/reddelaspreguntas/Documents/dsm-v-guia-consulta-manual-diagnostico-estadistico-trastornos-mentales.pdf

- BIMBELA PEDROLA, JOSÉ LUIS (2001)- "Cuidando al cuidador "counseling" para profesionales de la salud", Granada Escuela Andaluza de Salud Pública

- BUCETA, J. M. , BUENO, A. M. y B. MAS (eds.) (2000).: Intervención Psicológica en Trastornos de la Salud. Madrid: Dykinson.

- 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.

- LIRIO, J. (2003). Niños¡a comer! Madrid: Espasa Calpe

- MASANA, L. (2003). Vida de infarto. La felicidad en tiempos del colesterol. Barcelona: Amat
- 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.
- RODRIGUEZ-SANTOS, F. ARANCETA BARTRINA, J. SERRA MAJEM, Ll. (2008) Psicología y Nutrición Ed. Masson
- OGDEN, J. (2005). Psicología de la alimentación, Ed. Morata
- MILLER, G.A. (2016). Introducción A la Psicología. Alianza Editorial