



Universitat de Lleida

# DEGREE CURRICULUM **PSYCHOLOGY**

Coordination: DRAPER FONT, MERITXELL

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	PSYCHOLOGY			
<b>Code</b>	100606			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Human Nutrition and Dietetics	1	COMMON/CORE	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	2		1
<b>Coordination</b>	DRAPER FONT, MERITXELL			
<b>Department</b>	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
DRAPER FONT, MERITXELL	meritxell.draper@udl.cat	9	

## Subject's extra information

Introduction to the subject and contextualization within the teaching process

Human behavior has to be studied and perceived in its biological, psychological and social dimensions. Only in this three-dimensionality can the human being and the various aspects that are related to it be understood: emotions, pathologies, feelings, attitudes, behaviors, etc.. Having a broad vision of the most basic concepts of psychology, as well as knowing the new contributions in reference to the different conceptual models and strategies of coping with illness and health, must allow the students of Human Nutrition and Dietetics to have better tools in their future profession. A better knowledge of the patient will inevitably lead to a better diagnosis and therapeutic approach.

Likewise, health understood in the perception of primary prevention (activities aimed at avoiding the appearance of the problem), secondary (identifying risk situations) and tertiary (specific intervention), must allow the students of this subject to have useful elements to face activities to work both individually and in groups in the different groups in which they may find themselves.

## Learning objectives

When taking the Psychology course, the student must be able to:

Know the main concepts of basic psychology, especially those referring to human motivation, personality theories, psychophysiological aspects of attention, perception and memory.

To identify the main mental health problems related to habits and behaviors, as well as to know the main strategies for action.

Distinguish the different theoretical models that form the psychological currents and identify their main contributions.

To recognize the main psychopathological disorders and to know the main psychotherapeutic strategies applicable to each of them.

To integrate the main elements that constitute a group dynamics, to identify the situations that take place and to intervene with a therapeutic purpose.

To compare various educational experiences in the field of health in order to know how to identify the preventive messages and recognize the techniques used.

To experience situations of interrelation with the patient and to identify the evolutionary moment in which the patient is.

To learn how to communicate a preventive and informative message.

To reflect on the motivational aspects towards oneself and towards patients.

## Competences

### BASICS

CB1 That students have demonstrated knowledge and understanding in a subject area that starts from the foundation of general secondary education, and is usually at a level that, while supported by advanced textbooks, also includes some aspects that imply knowledge drawn from the forefront of their field of study.

CB2 That students know how to apply their knowledge to their work or vocation professionally and have the skills that are usually demonstrated through the development and defense of arguments and problem-solving within their area of study

CB3 That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.

CB4 That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences. CB5 That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

### GENERAL

CG2 Develop the profession with respect to other health professionals, acquiring teamwork skills.

CG3 Recognize one's own limitations and the need to maintain and update professional competence, giving special importance to autonomous and continuous learning of new knowledge, products and techniques in nutrition and food, as well as the motivation for quality.

CG4 Communicate effectively, both orally and in writing, with people, health professionals or industry and the media, knowing how to use information and communication technologies, especially those related to nutrition and lifestyle habits.

CG5 Know, critically assess and know how to use and apply information sources related to nutrition, food, lifestyles and health aspects.

CG6 Know the limits of the profession and its powers, identifying when an interdisciplinary treatment or referral to another professional is necessary.

### SPECIFIC

CE4 Know the psychological bases and biopsychosocial factors that affect human behavior.

CE6 Know the different educational methods of application in health sciences, as well as the communication techniques applicable in food and human nutrition.

### TRANSVERSAL

CT1 Have a correct oral and written expression.

CT4 Acquire basic knowledge of entrepreneurship and professional environments.

CT5 Acquire essential notions of scientific thought.

## Subject contents

### Module I The bio-psycho-social model and Basic concepts

1. From the biomedical model to the bio-psycho-social model
2. Basic psychological processes: Attention, perception and Memory

3. Emotion, Learning, Intelligence, Personality, Motivation and Resilience.

## **Module II Main psychological models**

1. Psychoanalysis
2. Behaviorism
3. Cognitivism
4. Humanistic

## **Module III Psychopathology**

1. Health and the quality of life model
2. Mental health:
  - 2.1 Mood disorders
  - 2.2 Anxiety disorders
  - 2.3 Schizophrenia
  - 2.4 Eating disorders

## **Module IV The therapeutic relationship**

1. Communication skills
  - 1.1 Contextualization
  - 1.2 The therapeutic relationship
2. Group intervention

## **Methodology**

The activities planned within the theoretical block, will take into account the active participation of the student, their ability to reflect, debate and assimilate new content.

The bases and laws of human behavior are widely described, but their application allows contrast and debate. The bio-psycho-social vision of the subject must not be forgotten.

In reference to the practical block, there are various activities to be carried out by the students. The activities that will be carried out and that will guide the student to achieve the different learning objectives are of three types: directed, supervised and autonomous. The groups, understood as a social reality and in its aspect of therapeutic utility. The student will have to experience his position within an experimental group and discover, for himself, the different dynamics, situations, and moments typical of a therapeutic group.

The curricular contents will be explained, making the necessary extensions or adaptations according to the teacher's criteria, with the intention that the key concepts are assimilated, and sufficient knowledge is acquired to put them into practice. It is time to incorporate real or simulated examples, practical advice based on experience, analysis of situations or news, etc. In this phase, all pertinent complementary and extension materials may be used: documents, presentations, videos, information obtained from the Internet or specialized bibliography, etc.

The student of the subject of psychology will have to participate actively in interview situations and be able to assess the degree of therapeutic adherence of the patient, and identify the phase of change in which he can be found. This can only be achieved by working in small groups. This is considered as a practical and debate subject. It is about the student participating and constantly building. Different types of activities can be carried out, some of

an individual nature, others in pairs or small groups and others in a large group.

## Evaluation

### **CONTINUOUS EVALUATION:**

Theoretical part:

- There will be 2 written evaluation exams; the sum of the scores obtained in the two evaluations is 25%; You need to pass each evaluation control independently, with at least 50% of its value.

Practical part:

- Classroom assistance, participation and oral presentations - 15%
- Preparation and delivery within the fixed dates of the proposed activities, whether individual or group, - 20%.
- Individual practical work: 40%

The delivery of all the activities will be done through the activities' folder of the Virtual Campus.

Attendance in theoretical classes is highly recommended in order to follow a good process of learning the subject. Attendance at seminars is mandatory.

### **ALTERNATIVE EVALUATION:**

- Final exam of questions to be developed in person: 25%
- Work that the rest of the students have done in the seminars or in the theoretical class: 35%
- Final individual work: 40%

The delivery of the activities will be done through the activities' folder of the Virtual Campus.

To pass the subject, a minimum score of 5 must be achieved in the weighted average of the final grade. The delivery of the activities will be done through the activities' folder of the Virtual Campus.

Alternative students are recommended to contact from the beginning and be aware of the virtual campus and delivery dates.

### **REQUIREMENTS TO PASS THE COURSE IN CONTINUOUS AND ALTERNATIVE:**

The course will be approved with a grade equal to or greater than 50%.

In order to average the final grade for the subject, a minimum of 50% of the value of each of the evaluation elements must be obtained separately.

Students who have to make recovery of the parts may only opt for a grade of 70% in those parts that recover. Linguistic correction of the written tests submitted is a requirement.

## Bibliography

### **General bibliography.**

#### **Basic concepts.**

- Petri, H.L. y Govern, J.M. (2006). Motivación. Teoría, investigación y aplicaciones. México: Thomson.

#### **Personality.**

- Moreno-Jiménez, B. (2007). Psicología de la Personalidad: Procesos. Thompson Editores: Madrid

## **Intelligence**

- Daniel Goleman, Inteligencia emocional 1995 Edit. Kairos.

## **Perception, attention and memory**

- Rosel Lana, F., Definición de la psicología y procesos psicológicos básicos, Madrid, Uned, 1999.

## **Models and treatments.**

- Alain Mijolla, Sophie de Mijolla-Mellor. Fundamentos del psicoanálisis (2003). Editorial Sintesis, S.A.
- Ellis, A. Vivir en una sociedad irracional (2000). Ediciones Paidós, Ibérica, S.A.

## **Psychopathology.**

- Vallejo Ruiloba, J. Tratado de psiquiatría. 2008 Barcelona. RBA
- DSM-V, Manual Diagnóstico y Estadístico de los Trastornos Mentales (American Psychiatric Association).
- Polaino-Lorente. La depresión (1985). Editorial Martínez Roca.
- Nathan Peter E. Gorman Jack M. Tratamiento de los trastornos mentales (1999). Alianza Editorial.
- Ellis, A. Cómo controlar la ansiedad antes de que ella la controle a usted (2008). Ediciones Mensajero S.A.
- Unipersonal.

## **Eating disorders.**

- Cervera, Montserrat. Riesgo y prevención de la anorexia y la bulimia (2005). Editorial Pirámide.
- Fernández Aranda, F.; Turon Gil, V. Trastornos de la Alimentación. Ed. Masson
- Nardone Giorgio. Las prisiones de la comida. Editorial Herder.
- Cervera, M. (1996). Riesgo y prevención de la anorexia y la bulimia. Barcelona: Martínez Roca.
- Raich, R. (1994). Anorexia y bulimia: trastornos alimentarios. Madrid: Pirámide.

## **Motivational interviewing.**

- Miller WR, Rollnick S. La entrevista motivacional. Barcelona: Paidós 1999.

## **The therapeutic relationship.**

- Ceberio M.R. La buena comunicación. Ed Paidós 2007.
- Lipchik Eve. Terapia Centrada en la solución, el trabajo con las emociones y la relación terapéutica (2004).Editores Amorrortu.
- Watzlawick Paul. El lenguaje del cambio (1994). Editorial Herder.