

NUTRITIONAL APPROACH TO EATING DISORDERS (ED)

Degree in Human Nutrition and Dietetics

Academic year 2025-2026

Code: 803099

Module: 7

Subject: Supplementary education

Subject type: Elective

Aimed at: students in the final years of the Medical Degree (0805).

Department: Nutrition and Food Science. Faculty of Pharmacy.

Credits: 3 ECTS

Teaching period: 1st semester (from September to December 2026)

Start date: September 22 to October 2

Schedule: It will be taught over 7 days: Tuesday 22/09; Thursday 24/09; Friday 25/09; Tuesday 29/09; Thursday 01/10; Friday 02/10 (all those days from 9 to 12:30) and Monday 28/09 (9 to 12). There are no classes on Wednesdays.

Place: Faculty of Medicine

Number of students: 25

TEACHING STAFF

Coordinator: Viviana Loria Kohen vloria@ucm.es

Teachers: Viviana Loria Kohen

SHORT DESCRIPTION

Eating disorders are a frequent healthcare challenge. Identification in its initial stages improves its prognosis. It reduces the extent and intensity of its morbidity and mortality, translating into an improvement in the patient's quality of life, emphasizing early detection and early initiation of treatment. The multifactorial nature of the disease and its impact on physical and mental health requires a comprehensive approach in which many professionals are involved. This subject seeks to provide the tools for nutritional education in these patients based on their general knowledge and as a means for preventing and treating this disease.

COMPETENCIES

GNHD Competencies:

General Competencies

CG.1.1 hasta CG 1.4, CG 2.1 hasta 2.3, CG4.1 hasta CG 4.5, CG 5.1 hasta 5.4 y 8.1

Specific Competencies

CE.M 1.1 hasta 1.9, CE.M 4.1 hasta 4.22, CE.M 5.5 y 5.6, CE.M7.1 hasta CE.M7.5

OBJECTIVES

- Know the clinical aspects of the different Eating Disorders.
- Describe the strategies, prevention areas and agents involved.
- Know the components of the nutritional approach to nutritional education and provide the tools for their development.
- Understand the relevance of multidisciplinary treatment and the different professionals' roles.

SYLLABUS

THEORETICAL

- **Topic 1.** The magnitude of the problem: epidemiology. DSM-5 diagnostic criteria and other disorders are not included. Screening tools.
- **Topic 2.** Etiopathogenesis. Identification of the factors involved in its aetiology and the individuals at risk.

- **Topic 3.** ED prevention strategies. Main areas of application and agents involved (family, schools, sports training centres, Pharmacy Office, consultation, etc.).
- **Topic 4.** Nutritional and dietary assessment of EDs. The clinical and nutritional history. Collect and interpret anthropometric and body composition data. Collection and interpretation of dietary data and dietary patterns. Understanding of laboratory data information and other tests requested by the doctor. Knowledge and interpretation of associated medical complications.
- **Topic 5.** Calculation of the requirements and usefulness/limitations of predictive equations.
- **Topic 6.** Comprehensive treatment of patients with TCA. Nutritional management in the treatment of EDs (oral diet, SON, NE, NP). Different treatment settings (outpatient, hospitalization, day hospitals).
- **Topic 7.** Responsibilities of the nutritionist-dietician in the interdisciplinary team. Strategies for working in interdisciplinary settings.
- **Topic 8.** The role of nutritional education in the management of patients with eating disorders. Approaches according to the dietary pattern. Contents in educational programs. Nutrition education tools
Evaluation of results of nutritional education programs. physical activity management
- **Topic 9.** Describe the management of special situations (pregnancy, DM1, vegetarianism, obesity).
- **Topic 10.** Evolution and forecast. Research in TCA. Activity 6: New lines of research in TCA.

PRACTICAL

- P1: Collecting data on the dietary pattern in TCA as a basis for developing nutritional education and dietary assessment (underestimation of intake). Anthropometric and body composition assessment (specific techniques in ED).
- P2: Analysis and interpretation of clinical cases, nutritional education strategies in different types of TCA.

SEMINARS

- S1: Analysis and interpretation of screening tools.
- S2: Develop an ED prevention program in different areas, including work and exposure groups.

TEACHING METHODOLOGY

Theoretical classes:

The theoretical classes will consist of **master classes** in which the student will be made aware of the fundamental contents of the subject. Questions or problems that exemplify the concepts developed or serve as an introduction to new content will be proposed during the presentation of content. In order to facilitate the students' monitoring of the master classes, the necessary teaching material will be provided through the subject's virtual campus. Lectures will be interspersed with student development activities to promote practical application of the content.

Practical classes and seminars:

The **practical classes** will be oriented towards the student carrying out practical activities that involve the application of the theoretical knowledge acquired.

In the **seminars**, questions that exemplify the contents developed in the master classes. The process of solving these problems will be carried out using different methods: in some cases, the student will be asked to present the resolution of some of these problems in class, discussing the procedure followed, the result obtained, and its meaning. In other cases, the student's results will be discussed in small groups, and subsequently, they will be shared.

Tutorials:

Tutorials are available to the student to resolve any doubts that arise during the study. These tutorials will be carried out in person at the times indicated by each teacher and, exceptionally, virtually.

EVALUATION CRITERIA

The assimilation of theoretical knowledge will be assessed based on written tests, the grades of which will correspond to 65% of the final grade. In any case, achieving a grade of 5 or more out of 10 on this test will be necessary.

The grade obtained in the evaluation of practical skills will account for 15% of the final grade, and it will be mandatory to pass the practical part of the subject to pass the subject (grade of 5 or more out of 10).

Teachers, where they deem it appropriate, may offer continuous assessment, in which up to 20% may be achieved through objective tests or the development of planned activities.

ATTITUDE TO FOLLOW IN THE EVENT OF A VOLUNTARY OR ACCIDENTAL INFRINGEMENT OF THE RULES FOR THE EXAM.

Voluntary or accidental infringement of the rules for the exam prevents the assessment of the exam, so the offending student will take an oral examination of the subject to assess his or her knowledge of the subject. If intentional deception is confirmed, it will be considered a very serious ethical breach and will be brought to the attention of the Inspection of Services to take the disciplinary measures it deems appropriate.

BASIC BIBLIOGRAPHY

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