

Psychosocial Sciences

Code: 106102
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	FB	1	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Rafael Torrubia Beltri
Lydia Gimenez Llorc
Ignasi Oliveras Puigdemívol
Yolanda Pardo Cladellas
Joan Taberner Viera
Beatriz Molinuevo Alonso
Oren Contreras Rodriguez

Prerequisites

None

Objectives and Contextualisation

The subject "Psychosocial Sciences" is taught in the first year of the Degree in Nursing.

The general objective of the subject is to provide the student with the social bases of human behavior, supported by neurobiological knowledge as well as basic knowledge between psychology and health that should allow to establish and maintain a good relationship with patients, relatives / caregivers and other professionals.

All these objectives must contribute to the students achieving a wealth of skills that they must enable a better understanding of the behavior of users of health systems, of their own behavior and of professional health-user interaction.

Competences

- "Demonstrate an understanding of people without prejudice: consider physical, psychological and social aspects, as independent individuals; ensure that their opinions, values and beliefs are respected and guarantee their right to privacy, through trust and professional secrecy."
- Generate innovative and competitive proposals for research and professional activities.
- Offer solutions to health and illness problems to patients, families and the community applying the therapeutic relation by following the scientific method of the nursing process.
- Offer technical and professional health care and that this adequate for the health needs of the person being attended, in accordance with the current state of scientific knowledge at any time and levels of quality and safety established under the applicable legal and deontological rules.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Learning Outcomes

1. Analyse gender inequalities and the factors on which they are based from in different systems: family system, parents, economic, political, symbolism and educational systems.
2. Apply the right to privacy through confidentiality and professional secrecy.
3. Identify and understand the psychosocial responses to loss and death, and understand the appropriate measures for helping people and their families in these circumstances.
4. Identify the signs and symptoms that derive from a situation of malfunctioning of the human body.
5. Identify the theoretical bases and phases of a therapeutic relationship.
6. List and identify which are the physical, psychological and social characteristics that define the maturity of the person as an independent and autonomous.
7. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
8. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Content

THEORY

BLOCK 1: LEARNING AND PERSONALITY

Topic 1. Learning: What, how, when ... we learn.

Definition of learning. Classic conditioning. Conditioning of physiological processes. Classical conditioning and health / illness. Instrumental conditioning. Instrumental conditioning and health / disease. Vicarious learning.

Topic 2. Personality

Basic concepts. Personality structure. Personality assessment. Genetic and environmental influences. Personality and health. Abnormal personalities.

BLOCK 2: SOCIAL BASES OF CONDUCT

Topic 3. Social relations

The study of social relations in the laboratory: the minimum social situation, the "prisoner's dilemma". Social conflicts: the most common causes, the mechanisms for resolving them, the common mistakes in conflict resolution. Altruistic behavior: explanatory models. When do we help? Who helps? Who do we help? Nursing, Medicine and Psychology. Professional roles, disciplines and hierarchies in patient care and attention. Healthy people, sick people and health workers: from charity to science. Trade union conflicts and intergroup collaboration.

Topic 4. Aggressive behavior

Concept. Type of aggression. Development of aggressive behavior. Learning mechanisms. Facilitators and inhibitors of aggressive behavior. Biology of aggression. Nature and culture Aggressive and antisocial personalities: most relevant clinical aspects. Aggressive behavior in medical practice: detection of risk variables, prevention.

Topic 5. Attitudes and social beliefs

Concept and components of attitudes. Attitudes and behavior. Measurement of attitudes. How attitudes are formed. Persuasion and change of attitudes. Social beliefs. Heuristics and cognitive bias in decision making. Attitudes, beliefs and cognitive biases in patients and health professionals

Topic 6. Explanation of behavior and social influences

Causal attribution. The fundamental attribution error. Self-perception. Culture, social norms, roles and behavior. Social pressure, conformity and obedience. Group influence and behavior. Individual and situation in the behavior of people. Attribution of causality, self-perception, social influence, health and disease

Block 3: PSYCHOLOGY, DEVELOPMENT AND HEALTH

Topic 7. Psychology and neurobiology of development

Physical, cerebral, cognitive and social development: prenatal period, childhood and adolescence. Basic neurobiology of development. The brain and changes in mental functions throughout life.

Topic 8. Stress, health and illness

Concept. Acute versus chronic stress. Controllability and predictability. Physiological systems activated in the stress response and neural control mechanisms. Stress and immune system. Strategies to deal with stress. The consequences of stress: physiological and metabolic alterations, psychopathological alterations, cognitive alterations. Protective factors. Vulnerability.

Topic 9. Behavior and health

Adaptive and maladaptive habits. Tobacco, alcohol and other drugs. Physical exercise. Feeding. Sexual behavior Driving. Personality and health: lifestyles, behavior patterns. The individual risk variables. Modification of maladaptive habits and promotion of healthy behaviors in different types of patients and circumstances.

Topic 10. Psychology of aging

Multidisciplinary gerontology. Individual and social novelty of aging. Biological basis of aging. Health, disease and well-being in normal aging and in the geriatric patient. Functional assessment and geriatric assessment scales. Pain and other comorbidities. Therapeutic window and iatrogenic. Risk factors and protectors in normal and pathological aging. Psychology and sociology of aging. Aging and dying. The mourning.

Topic 11. Evaluation of the results and the experiences in health from the perspective of the patient

Basic concepts. Types of instruments: generic or specific, psychometric or econometric. Applications in research, health management and clinical practice. International initiatives for the selection and implementation of tools for evaluating patient outcomes and experiences.

VIRTUAL ACTIVITIES (SUPERVISED ACTIVITIES)

1. The biases of human thought
2. The power of situations
3. Estrés

SEMINARS/PRACTICAL LESSONS

1. Anxiety and Stress: measurement and management
2. Pain

Methodology

METHODOLOGY.-

Theoretical classes, laboratory practices, virtual activities and autonomous activities (individual study, bibliographic or documentary consultations, Virtual Campus and Moodle consultation). The evaluable theoretical content will include the material explained in the theory classes and the chapters or parts of the chapters of the textbook of the subject [FELDMAN, R. (2019). Understanding Psychology (14th ed.). New York: McGraw Hill] to determine faculty for each subject.

COURSE ACTIVITIES:

Type: Directed

Basic psychological, psychosocial and neurobiological processes, in relation to the psychosocial bases of processes

stakeholders in health-illness (Master classes, and laboratory practices/seminars (PLAB): 52 h)

Type: Supervised

Visualization of audiovisual material and resolution of practical cases: "Biases of thought/cognition", "The power of the situations / Social influence", "Stress." (Supervised activities: 3 h)

Type: Autonomous

Autonomous activities: Individual study of the student, bibliographic or documentary consultations, consultation of virtual campus, consultations with the tutor or teacher (92.5 hours)

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
PRACTICAL LABORATORY LESONS	4	0.16	4, 3, 5
THEORETICAL LESONS	46	1.84	1, 2, 6, 4, 3, 5, 8
Type: Supervised			
TUTORSHIPS	3	0.12	4, 3, 5
Type: Autonomous			
PERSONAL STUDY/ACTIVITY	90	3.6	1, 6, 4, 3, 5

Assessment

REQUIREMENTS TO PASS THE SUBJECT

For evaluative purposes, the course is divided into 2 blocks: a) Block first part of theory that includes the subject of theory corresponding to topics 1 to 6 and virtual activities 1-2; b) Block second part of theory that includes the matter of theory of the subjects 7 to 11 and virtual activity 3 and the 2 seminars/practical lessons.

To pass the subject, you must have passed each of the three Blocks with a minimum grade of 5.

Students will have two opportunities to pass each of the Blocks: the first, in the calls for partial assessments and the second in the resit (recovery) test.

CONTINUED AVALUATION

1. Partial evaluations

There will be two partial assessments of the subject during the course. The dates will be set by the Coordination Team of the Teaching Unit. These assessments, if passed, will serve to eliminate material from the recovery test. Each exam will result in a separate grade. The questions will have a multiple choice format with five answer options and only one valid option.

The exam questions are written in Catalan and Spanish.

A correction will be applied to discount random hits [Corrected score = (hits - (errors / 4))] which will be transformed into a note that can vary between 0 and 10.

The first partial evaluation will consist of an examination: First partial theory, of between 40-42 questions on the contents of the Block first part of theory;

The second partial evaluation, will include exams: a) Second partial theory, between 30-34 questions on the contents of the Block second part of theory, and 8-10 questions on the contents of the 2 seminars/practical lessons.

After each assessment, students will have a period of 24 hours to send, through the Virtual Campus, comments or complaints about the questions, which will be analyzed by teachers before publishing the provisional list of grades. An examination review session will be convened after the list is published.

2. Attendance and active participation in class and virtual activities

2.1. Active participation in class: Throughout the semester, there will be 2 evaluation activities, during the seminars/practices, with the aim that students can demonstrate their active participation in the teaching process of the subject.

2.2. Participation in the virtual activities: The delivery of the answers of each one of the virtual activities will be counted.

RECOVERY TEST

Students who have not passed the subject by means of the partial evaluations will be able to present to a Test of recovery the day fixed by the Coordination Team of the Teaching Unit. The test will consist of 2 parts: a) First partial theory; b) Second partial theory, including questions on the contents of the 2 seminars/practices.

The characteristics of the exams as well as the formula for calculating the grade will be the same as those of the partial assessments.

After the exams, students will have a period of 24 hours to send comments or complaints about the questions through the Virtual Campus, which will be analyzed by the teachers before publishing the provisional list of grades. An examination review session will be convened after the list is published.

Students who have not passed the subject through partial assessments and who on the day of the Recovery Test do not take the exam or exams of the parts not passed, will be classified as "NOT EVALUABLE".

FINAL MARK OF THE SUBJECT

Final mark = (First part mark of theory*0.40) + (mark Second partial of theory * 0.35) + (mark of questions on the seminars included in the 2nd partial * 0,10) + (average mark of the 2 marks of Attendance and of active participation in seminar classes * 0.12) + (bonus of 0.1 points on the Final Grade for each virtual activity exercise delivered within the set deadline).

This formula will only be applied in the case that a mark of 5 has been obtained in each of the 2 Blocks of the subject.

The final mark of the students who have not passed the three parts of the subject after the Recovery Test, will be:

In the event that the resulting grade after applying the formula for calculating the Final Grade is ≤ 4.7 , that grade will be placed.

In the event that the resulting grade after applying the formula for calculating the Final Grade is > 4.7 , the final grade will be 4.7.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assistance and active participation in the classes/seminars and other activities or deliveries	30%	1	0.04	1, 6, 4, 5, 7
Written evaluation through multiple choice exams (supervised activity)	50 %	4	0.16	1, 2, 6, 4, 3, 5, 8
Written evaluation through short open questions (supervised activity)	20 %	2	0.08	1, 6, 4, 3, 5

Bibliography

Bibliography

Specific bibliography

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Further optional bibliography

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BUCKMAN, R. (1998). *Com donar les males notícies: una guia per a professionals de la salut*. Vic: Eumo.

CLÈRIES, X. (2006). *La comunicació. Una competencia esencial para los profesionales de la salud*. Barcelona: Masson.

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MOLINUEVO, B. (2017). La comunicación no verbal en la relación médico-paciente. Barcelona: UOC.

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MYERS, D.G. (2000). *Psicología social* (6a. ed.). Santa Fe de Bogotá: McGraw-Hill.

SAPOLSKY, R. M. (1995). *¿Por qué las cebras no tienen úlcera?* Madrid: Alianza Editorial.

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SCHATER DL, GILBERT DT, WEGNER DM (2009-2011). Psychology. Worth Publishers.

TOBEÑA, A., (2003). ***Anatomía de la agresividad humana (de la violencia al belicismo)***. Barcelona: Debolsillo.

Software

No specific programs (software) required.