

Degree	Type	Year
4314949 General Health Psychology	OB	1

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

There are no prerequisites.

Objectives and Contextualisation

The main objective is basic professional competencies training for sanitary psychologist practitioners. These are mainly communication competencies, both in individual and group situations, with users or other professionals (teams or multidisciplinary contexts). Training in interview techniques and report writing in sanitary contexts will also be provided, as well as competencies for the use of technologies and documentation

Competences

- Communicate with other professionals and show mastery of skills needed in working in multidisciplinary teams.
- Critically analyse and use clinical information sources.

- Display skills in interpersonal communication and appropriate handling of emotions for effective interaction with patients, family-members and carers in the processes of identifying the problem, evaluating, communicating the diagnosis and conducting the psychological intervention and follow-up.
- Use information and communication technologies.
- Write psychological reports appropriately in terms of their addressees.

Learning Outcomes

1. Adapt the language used to the context and the individuals addressed.
2. Display basic teamworking skills regarding the planning and coordination of professional activity.
3. Hold an interview in the healthcare context.
4. Know the evaluation and intervention techniques based on virtual reality.
5. Know the main sources of scientific and professional guides for general health psychologists.
6. Know the specialist language of the area of activity.
7. Know the techniques, procedures and programmes of telecare.
8. Make use of verbal and non-verbal skills in communication: handling difficult situations and giving bad news.
9. Present the contents of a psychological report orally.
10. Write psychological reports for users and for other professionals.

Content

GENERAL COMPETENCIES

1. Personal competencies (knowledge, attitudes, self-control, self-care....)
2. Communication competencies with other professionals and in work teams.

SPECIFIC COMPETENCIES

3. Interview competencies. Handling situations of conflict.
4. Report writing, types of reports. Oral reports.
5. Self-care. Communication of bad news.
6. Identification and management of clinical documentation. Specific documentation (NICE guides, ISNN, TRIP)
7. Use of technologies.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master class	4	0.16	
Seminares	20	0.8	
Worshops	12	0.48	
Type: Autonomous			

Personal and groupal work	90	3.6
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Sessions will mainly be workshops and seminars. Students will do practice activities.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1. Interview competences	35%	4	0.16	1, 3, 5, 8, 9
Ev2. Goups' dinamcs activities	15%	10	0.4	2
Ev3. Communication activities	15%	10	0.4	6
Ev4. Psychologicas report	35%	0	0	4, 5, 7, 9, 10

The final grade will be a weighted average of 4 activities:

EV1: Workshops and practice activities about interviews will account for 35% of the final grade.

EV2: Practice activities on videotaped group dynamics will account for 15% of the final grade.

EV3: Practice activities on communication competencies and self-care will account for 15% of the final grade.

EV4: 35% of the final grade will be based on an individual written report about a case presented during the sessions.

Students who present EV equivalent to at least 40% of the total grade will be considered EVALUABLE.

A minimum of 5 points in the weighted average is needed to pass the subject. Due to the type of activities re-evaluation is only possible for EV4, in the case of students whose results are between 3.5 and 4.9.

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Hollenbeck, J.R., Ilgen, D.R., Segoe, D.J., Hedlund, J., Major, D.A., Phillips, J. (1995). Multilevel theory of team decision making: Decision performance in teams incorporating distributed expertise. *Journal of Applied Psychology* 80, 292-316.

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Rothschild, B. (2009). *Ayuda para el profesional de la ayuda. Psicofisiología de la fatiga por compasión y del trauma vicario*. Bilbao: Desclée De Brouwer.

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Ownby, R. L. (1997). *Psychological Reports: A Guide to Report Writing in Professional Psychology*, 3rd Edition: Wiley

Enllaços d'interés

Guías de práctica clínica del National Institute for Health and Care Excellence <http://www.nice.org.uk/>

Guías de práctica clínica del Sistema Nacional de Salud <http://portal.guiasalud.es>

<http://www.tripdatabase.com/>

Software

No specific one

Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.