UAB
Universitat Autònoma de Barcelona

Basic Skills Training for General Health Psychologist

Code: 43418
ECTS Credits: 6

2025/2026

Degree	Type	Year
General Health Psychology	OB	1

Contact

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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	
Seminaires	20	0.8	
Worshops	12	0.48	
Type: Autonomous			

Personal and groupal work	90	3.6

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, 5, 8, 3, 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, 7, 5, 10, 9

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. That would be in the 21st week.

Type of feedback	EV	WEEK
Tipus de Retorn	EV i TIPUS	SETMANA
Written		
Digital tool	Ev2	20

	Ev4	20
In the classroom	Ev1	12
	Ev3	13 i 14
	Ev2	15
Office		

AI

Ev1, Ev2 and Ev4 Prohibited use: "In this subject, the use of Artificial Intelligence (AI) technologies is not allowed

in any of its phases. Any work that includes AI-generated snippets will be considered a misdemeanor

of academic honesty and may entail a partial or total penalty in the grade of the activity, or sanctions

in cases of severity.

Ev3; The use of AI is allowed but provided that the final result reflects a significant contribution of the student in the analysis and personal reflection. It will be necessary to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how they have influenced the process and the final result of the activity. The lack of transparency in the use of AI will be considered a lack of academic honesty and may lead to a penalty in the grade of the activity, or greater penalties in cases of seriousness."

Bibliography

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Buckman, R. & Kason, I. (1970). How to Break Bad News: A Guide for Health Care Professionals. Editorial: The Johns Hopkins University Press

Ezpeleta, Lourdes. (2001). La entrevista diagnóstica con niños y adolescentes. Ed. Síntesis

Fernandez, A. Y Rodriguez, B. (2002). Habilidades de entrevista para psicoterapeutas. Desclee de Brouwer, 2002

Gabino, Aurora. (2007). *Ayuda al terapeuta cognitivo-conductual.* Madrid:Pirámide

Hollenbeck, J.R., Ilgen, D.R., Sego, 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.

Lalonde, C., & Roux-Dufort, C. (2010). Crisis management in institutional healthcare settings: From punitive to emancipatory solutions. *Organizational Development Journal*, 28(1), 19-36.

Murphy, B.C. & Dillo, C. (2003). Interviewing in action: Relationship, process and change. 2nd Edition. Thompson Learning.

Perpiñá. C. (Coord.) 2014). Manual de la entrevista psicológica. Madrid. Pirámide.

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

Rico,R.; Alcover, C.M. y Tabernero, C. (2010) Efectividad de los Equipos de Trabajo, una revisión de la última década de Investigación (1999.2009). *Revista de Psicología del Trabajo y de las Organizaciones 26,*1, 47-71*.*

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

Enllaços d'interés

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

Guías de pràctica clínica del Sistema Nacional de Salud http://portal.guiasalud.es

http://www.tripdatabase.com/

Software

No specific one

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TEmRD) Teoria (màster RD)	1	Catalan	first semester	afternoon