

Degree programme	Type	Course
General Health Psychology	OB	1

Contact lecturer

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Group languages

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

Prerequisites

There are no prerequisites.

Objectives

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

Learning outcomes

1. Make use of verbal and non-verbal skills in communication: handling difficult situations and giving bad news.
2. Hold an interview in the healthcare context.
3. Present the contents of a psychological report orally.
4. Adapt the language used to the context and the individuals addressed.
5. Know the main sources of scientific and professional guides for general health psychologists.
6. Write psychological reports for users and for other professionals.

7. Know the techniques, procedures and programmes of telecare.
8. Know the evaluation and intervention techniques based on virtual reality.
9. Know the specialist language of the area of activity.
10. Display basic teamworking skills regarding the planning and coordination of professional activity.

Contents

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.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Workshops	12	0.48	
Personal and groupal work	90	3.6	
Master class	4	0.16	
Seminaires	20	0.8	

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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Ev3. Communication activities	15%	10	0.4	9
Ev4. Psychological report	35%	0	0	1, 3, 4, 5, 6, 7, 8
Ev1. Interview competences	35%	4	0.16	1, 2, 3, 4, 5
Ev2. Groups' dynamics activities	15%	10	0.4	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 comes from the group preparation of a written report and its presentation in class. A role-playing feedback session will be conducted by a group member chosen at random on the day of the assessment.

Any student who has submitted/completed assessment activities equivalent to or exceeding 40% of the total course requirements will be considered ELIGIBLE FOR ASSESSMENT.

A minimum weighted average grade of 5.0 across the four assessment activities is required to pass the course. Given the nature of the assessments, there is no possibility of reassessment (resit).

Students must obtain a minimum overall grade of 5.0 points (actually 4.85) and a grade of 4.0 points or higher in each of the EV1 and EV4 assessments. If these requirements, or any others established by the course, are not met, the maximum grade that may be recorded on the academic transcript will be 4.5 points.

Type of feedback EV WEEK

Tipus de Retorn EV i TIPUS SETMANA

Written

Digital tool	Ev2	Ev4	20	20
In the classroom	Ev1	Ev3	Ev2	12 13 i 14 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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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: Desclee 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 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

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TEmRD) Teoria (màster RD)	1	Catalan	first semester	afternoon
(SEMmRD) Seminaris (màster RD)	111	Catalan	first semester	afternoon
(SEMmRD) Seminaris (màster RD)	112	Catalan	first semester	afternoon
(SEMmRD) Seminaris (màster RD)	113	Catalan	first semester	afternoon
(SEMmRD) Seminaris (màster RD)	114	Catalan	first semester	afternoon