



## Information about the subject

**Degree:** Official Master's Degree in General Health Psychology

**Faculty:** Faculty of Psychology

**Code:** 1430003 **Name:** Training in basic skills of General Health Psychology

**Credits:** 3,00 **ECTS Year:** 1 **Semester:** 1

**Module:** Specific Module: Training in basic skills of the general health psychologist.

**Subject Matter:** III. GHP BASIC SKILLS TRAINING **Type:** Compulsory

**Department:**

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

PSSANI Maria Cristina Martinez Brotons (**Responsible Lecturer**)

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## Module organization

**Specific Module: Training in basic skills of the general health psychologist.**

Subject Matter	ECTS	Subject	ECTS	Year/semester
III. GHP BASIC SKILLS TRAINING	3,00	Training in basic skills of General Health Psychology	3,00	1/1

## Recommended knowledge

Non required

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Learning and handling the elements of interpersonal communication that are part of the therapeutic relationship, both with the patient and with the professionals and/or family members involved in this relationship.
- R2 The ability to manage legal and documentary processes related to the psychologist's activity as a health professional.
- R3 Knowledge of the norms and ethical criteria specific to the psychologist as a health professional.
- R4 The ability to manage legal and deontological processes related to the psychologist's activity as a health professional.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG8	Ability to develop and remain updated on the competences, knowledge and skills according to the standards of the profession.				X

SPECIFIC		Weighting			
		1	2	3	4
CE2	Applying the fundamentals of bioethics and the method of deliberation in professional practice, adjusting his tenure as health professional to the provisions in the Ley 44/2003, de 21 de noviembre, de ordenación de las profesiones sanitarias.				X
CE3	To show interpersonal communication skills and appropriate emotional management for an effective interaction with patients, families and caregivers during the process of problem identification, evaluation, and when communicating the psychological diagnosis, intervention and follow up plans.				X
CE10	Know how to communicate with other professionals, and dominate the skills necessary for working in a team and in multidisciplinary groups.				X
CE11	Knowledge of the obligations and responsibilities of health personnel related to the confidentiality of information and personal data protection for patients.				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	60,00%	Evaluation through objective multiple-choice test(s) or essay tests.
R1, R2, R3, R4	30,00%	Delivery of practical activities (problem solving, case studies, diagnostic analyses, etc.) at the end of each session or by the time stipulated by the professor via the platform.
R1, R2, R3, R4	10,00%	Positive attendance and active participation in class and/or tutorials: Attendance and intervention in class or tutorials with a positive and active attitude.

### Observations

The student must attend at least 80% of the face-to-face sessions, this being an essential requirement to pass the subject. Absences, even if justified, will be counted as absences. Any student whose unjustified absences exceed 20% (two sessions), without recovering the contents, will not be able to take the subject evaluation. Failure to deliver within the established deadline and format (e.g. via platform on a specific date) will result in the evaluation of said practice as not submitted. Practices via e-mail will not be accepted. Practices will not be collected outside the established deadline and through the medium indicated by the teacher (platform, printed in hand). Some of the practices can only be delivered if the student has attended class on the dates in which it has been worked on in the classroom. Continuous evaluation will be carried out by delivering practices on the content of the subject and a final theoretical-practical test on an official date. Those students who have justified non-attendance at the sessions will take a single oral or written theoretical-practical test on an official date. To pass the subject, the student must separately pass the different evaluation systems (attendance and active participation, practices and exam). The final grade (once the pass is obtained in each of the parts) will be obtained by adding all the grades. If you do not obtain approval – in all the parts evaluated – the grade that will appear in the “minutes” will be a weighted grade of less than five. The MH will be awarded based on grades higher than 9.5.



In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Presentation of contents by the professor, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M2 Group work sessions supervised by the professor. Case studies, diagnostic analyses, problems, field study. Significant construction of knowledge through student interaction and activity.
- M4 Written test, delivery of synthesis and research work on the contents learned in the sessions.
- M5 Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces.
- M6 Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces.



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
IN-PERSON CLASS M1, M2, M4	R1, R2, R3, R4	10,00	0,40
PRACTICAL CLASSES M2, M4, M5, M6	R1, R2, R3, R4	8,00	0,32
GROUP WORK M2, M5, M6	R1, R2, R3, R4	6,00	0,24
EVALUATION M4, M5	R1, R2, R3, R4	2,00	0,08
TUTORIALS M2	R1, R2, R3, R4	4,00	0,16
<b>TOTAL</b>		<b>30,00</b>	<b>1,20</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL WORK M1, M6	R1, R2, R3, R4	45,00	1,80
<b>TOTAL</b>		<b>45,00</b>	<b>1,80</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Unit 1	Management of the clinical history, functional analysis and first sessions.
Unit 2	Therapist skills
Unit 3	Writing reports
Unit 4	Deontology, legality and generation of a psychotherapy consultation space

### Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1	4,00	8,00
Unit 2	9,00	18,00
Unit 3	1,00	2,00
Unit 4	1,00	2,00



## References

- Labrador, F. J. (2011). **Situaciones difíciles en terapia. Madrid: Pirámide.**
- Valero, L., Ferro, R. (2015). **Tratando con psicoterapia analítica funcional: el análisis funcional en la sesión clínica. Madrid: Síntesis.**
- ARTÍCULOS
- Araya-Véliz, C., & Jalife, B. P. (2017). Habilidades del terapeuta y mindfulness. *Revista Argentina de Clínica Psicológica*, 26(2), 232-240.
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- Bellosta-Batalla, M., Garrote-Caparrós, E., Pérez-Blasco, J., Moya-Albiol, L., & Cebolla, A. (2019). Mindfulness, empatía y compasión: Evolución de la empatía a la compasión en el ámbito sanitario.
- Braier, E. (2018). Para leer el diario clínico. Presentación del libro *Autenticidad y reciprocidad. Un diálogo con Ferenczi*, de Luis Martín Cabré (coordinador y coautor) y otros. *Intercambios, papeles de psicoanálisis/Intercanvis, papers de psicoanàlisi*, (40), 89-102.
- Keawe, J., Godoy, A., O'Brien, W.H., Haynes, A.N y Gavino, A., (2013). Análisis funcional en evaluación conductual y formulación de casos clínicos. *Clínica y Salud*, 24(2): 117-127.
- Lencioni, G. y Gagliosi, P. (2008). Asistencia telefónica: una aproximación desde la terapia dialéctico-conductual en pacientes con trastornos límites. *Revista Colombiana de Psiquiatría*, 37(1), 216-226.
- Marín, A. M. L. (2018). Psicoterapia experiencial orientada al focusing: una visión general. *Revista de psicoterapia*, 29(110), 241-256.
- Muñoz-Sanjosé, A., Fernández Liria, A., Rodríguez Vega, B., Palao Tarrero, Á., Bayón Pérez, C., Amador Sastre, B. y Moreno Pérez, A. I. (2019). Mindfulness y compasión en el Sistema Nacional de Salud.
- Ramírez, L. X. D. Y Reina, M. C. R. (2017). Relación terapéutica como eje de cambio en jóvenes con problemas de alcohol, anorexia y videojuegos. *Drugs and Addictive Behavior*, 2(1), 17-37.