



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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PSSANIB Teresa Mayordomo Rodríguez (**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.

The absences, even if they are justified, will be counted as absences.

Any student whose unexcused absences exceed 20% (two sessions), without recovering the contents, will not be able to take the exam.

The MH will be awarded from qualifications higher than 9.5.

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
TOTAL		30,00	1,20

LEARNING ACTIVITIES OF AUTONOMOUS WORK

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



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.
- Barraca, J. (2009). Habilidades Clínicas en la Terapia Conductual de Tercera Generación. *Clínica y Salud*, 20(2): 109-117.
- 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 Gagliesi, 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.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: