

1. BASIC INFORMATION

Course/Module	Psychology and Communication Skills
Degree Program	Degree in Dentistry
College/School	Facultad de Ciencias Biomédicas y Deporte
Year	1st
Credits (ECTS)	6 ECTS
Credit type	Basic
Language(s)	English and Spanish
Delivery mode	On campus
Semester	S2
Academic year	2025-2026
Coordinating professor	

2. PRESENTATION OF THE COURSE

This course offers an introduction to the science of Psychology, with special emphasis on the biopsychosocial perspective on health and illness. Students will be also introduced to the basic aspects of communication skills in the context of the relationship between patients and health care professionals.

3. LEARNING OUTCOMES

Knowledge:

CON03. Understand and recognize the social and psychological aspects relevant to the treatment of patients.

- Identify the dimensions of the person, as well as their relationship in the health-illness continuum.
- Enunciate the processes of adherence to treatment, as well as the variables involved.

CON07. Know and identify the psychological and physical problems derived from gender violence in order to train students in prevention, early detection, assistance and rehabilitation of the victims of this form of violence.

- List the behavioural modulating processes of the individual in the health-illness continuum, as well as the role of pain.
- Cite the basic concepts related to occupational health.

Skills:

HAB01. Knowing how to identify patient concerns and expectations, as well as how to communicate effectively and clearly, both orally and in writing, with patients, relatives, the media and other professionals.

- Integrate the types of therapeutic relationships and communication in the relationship with the patient.

HAB02. Know how to apply the principles of anxiety and stress management to oneself, patients and other members of the dental team.

- Apply the acquired knowledge of psychology and communication skills to the simulated patient.

Competences:

CP12. Know the behavioural and communication sciences that facilitate dental practice.

CP67. Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents involved in communication in the academic and professional environment.

CP73. Show ethical behaviour and social commitment in the performance of the activities of a profession, as well as sensitivity to inequality and diversity.

4. CONTENTS

The contents of the course/module are listed below:

- Health Psychology. Dimensions of the person and interaction in the health-illness continuum. Theoretical models of action: biomedical model and biopsychosocial model.
- Behaviour and types of response. Individual behaviours shown by patients in the health-illness process: adaptive and maladaptive behaviours, health behaviours and risk behaviours.
- Therapeutic relationship: relationship styles and roles. Communication and communication skills.
- The process of adherence to treatment and the variables involved: illness, duration, patient, the patient-health professional relationship and contextual factors. Motivation.
- Processes modulating the behaviour of the individual in the health-illness continuum. Emotion, stress, coping. Dental fears and phobias. Pain: theories, dimensions, types and units of pain. Consequences of chronic pain. Instruments for measuring pain perception.
- Basic concepts related to occupational health. Occupational stress and burn-out.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Lecture.
- Case method.
- Problem-based learning.
- Learning based on challenges.
- Inverse learning.
- Simulation environments.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Lectures	30
Practical seminars	1
Case studies	15
Problem scenario	10
Oral presentations	1
Research and projects	8
Workshops/lab work	16
Independent working	60
Debates and colloquia	1
In-person assessment tests	2
Academic advising	6
TOTAL	150

7. CONTINUOUS ASSESSMENT

Each assessable learning activity represents an opportunity for the student to make progress, receive feedback, and consolidate knowledge, skills, and competences. The Learning Outcomes outlined in this guide provide direction for this process and serve as benchmarks for their achievement.

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight (%)
In-person assessment tests	50-60%
Oral presentations	5-10%
Case study/problem scenario	20-25%
Performance assessment	10-20%

In the Virtual Campus, when you access the corresponding course/module you will find information regarding the evaluation systems, including the due dates and the procedures applicable to each of them.

7.1. First exam period

In order to pass the course/module in the ordinary call, the student must obtain a grade greater than or equal to 5.0 (out of 10), in all the evaluation systems proposed in this guide. The final grade will be calculated from the weighted average of all the evaluation systems described.

If in any of the evaluation systems proposed in this guide, a grade lower than 5.0 (out of 10) is obtained, the final grade of the course/module will be “fail” even if, in the result of the weighted average, a value higher than 5.0 (out of 10) is obtained. In the latter case, the course/module would still be “failed” obtaining a final grade of 4.0 (out of 10).

Delivery of activities

Compliance with deadlines is essential to ensure the fairness and planning of the training process.

In case of not submitting an evaluable formative activity in due time and form, and without prior justification, it will not be evaluated and, therefore, will be recorded as “not submitted”.

The student is encouraged to communicate with sufficient time in advance to the teacher of the course/module, any difficulty that may affect their participation in any activity.

Attendance

Active participation in the training sessions is a key component of learning. In order to pass the course/module, at least 50% attendance is required. If this minimum percentage is not reached, the teacher may consider the course/module as “failed”, according to the evaluation regulations of the Universidad Europea de Andalucía.

7.2. Second exam period

The extraordinary exam offers a new opportunity for students to demonstrate their learning. To pass it, it will be necessary to obtain a final grade (weighted average) equal to or higher than 5.0 (out of 10.0).

Delivery of activities

The student must submit and pass those mandatory training activities not delivered or not passed in the ordinary call, respecting the new deadlines established. In case of failure to comply with these new deadlines, the activity will not be evaluated and, therefore, will be recorded as “not presented”.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Evaluable training activities	Date
In-person assessment tests	June 2026
Oral presentations	May 2026
Case study/problem scenario	May 2026
Performance assessment	June 2026

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. REFERENCES

Recommended references are listed below:

- Ayer, W. A. 2005. *Psychology and dentistry: Mental health aspects of patient care*. Haworth Press.
- Haller, T., & Moorman, C. 2005. *Dental talk: How to manage children's behavior with effective verbal skills*. Personal Power Press.
- Morrison, V., & Bennett, P. 2006. *An Introduction to Health Psychology*. Pearson Education.
- Mostofsky, D.I. & Fortune, F. 2014. *Behavioral Dentistry*. Willey-Blackwell
- Myers, D.G. 2013. *Psychology* (10th edition). Worth Publishers.
- Ogden, J. 2012. *Health Psychology: a text book* (5th edition). McGraw Hill.
- Ramseier, C. A., & Suvan, J. E. 2010. *Health behavior change in the dental practice*. Wiley- Blackwell.
- Sanderson, C. A. 2012. *Health Psychology* (2nd edition). Wiley.

10. AREA OF GUIDANCE, DIVERSITY AND INCLUSION

The Area of Guidance, Diversity and Inclusion (ODI) offers support to students throughout their university career, with the aim of facilitating their academic and personal development and supporting them in achieving their goals. This Area focuses its work on three Core pillars: the inclusion of students with specific educational support needs, the promotion of universal accessibility in the educational community and the guarantee of equal opportunities for all.

Among the services offered are:

- **Academic accompaniment and monitoring**, through counselling and the development of personalised plans aimed at those who need to improve their academic performance.
- **Attention to diversity**, through the implementation of non-significant curricular adjustments - in methodological and Assessment aspects - for students with specific educational support needs, in order to guarantee equal opportunities.
- **Extracurricular training resources**, aimed at developing personal and professional Competencies that contribute to the integral growth of students.
- **Vocational guidance**, through the provision of tools and advice to those who have concerns about their choice of Degree or are considering a change in their educational path.

Students in need of educational support can contact the Area via the following email address: orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Participating in the Satisfaction Surveys is an enriching opportunity to contribute to the continuous improvement of the Degree as well as the institution. Thanks to them, it is possible to identify which aspects of academics, teaching staff and the teaching-learning process are working well and which can be further improved.

With the aim of encouraging active participation in the completion of surveys among students, various channels of dissemination have been set up. The surveys are available in the space provided on the Virtual Campus and are also sent by email to facilitate access.

The responses collected allow decisions to be made that have a direct impact on the quality of the learning experience and on the day-to-day life of the university community.