

1. BASIC INFORMATION

Course	Psychology and Communication Skills
Degree program	Dentistry
School	Biomedical Sciences
Year	First
ECTS	6
Credit type	Mandatory
Language(s)	Spanish and English
Delivery mode	First / Second
Semester	First / Second
Academic year	2025-2026
Coordinating professor	Aldo Aguirre Camacho

2. PRESENTATION

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

KN03 Understand and recognise the social and psychological aspects relevant to the treatment of patients.

KN05 Promote autonomous learning of new knowledge and techniques, as well as motivation for quality.

KN07 Know and identify the psychological and physical problems derived from gender-based violence in order to train students in prevention, early detection, assistance and rehabilitation of victims of this form of violence.

KN26 Know the behavioural and communication sciences that facilitate dental practice.

Subject-specific knowledge

- To understand the person by considering the individual in its triple dimension (biological-psychological-social), determining how it can influence the health-disease process.
- Understand that each individual has unique and specific processes and the approach to the patient must be individualised.
- Assess the changes produced as a result of the professional's intervention.
- To know the contents of health psychology in order to guarantee optimal intervention in the areas of health care, prevention and promotion.
- To develop an open and flexible attitude towards different cultures and societies in order to maintain the principle of health care based on the concept of universality.

- To learn about relevant aspects related to occupational health from the perspective of psychology that contribute to preventing undesired consequences.

Skills

SK01 To be able to identify patient concerns and expectations and communicate effectively and clearly, both orally and in writing, with patients, relatives, the media and other professionals.

SK02 Know how to apply the principles of anxiety and stress management to oneself, patients and other members of the dental team.

SK03 To be able to share information with other health professionals and work in a team.

SK16 Acquire pre-clinical experience under appropriate supervision in simulated environments.

Subject-specific skills

- Apply acquired knowledge of psychology and communication skills to a simulated patient.
- Mastering communication and interpersonal skills as essential competences for daily professional practice and management of situations requiring specific coping.
- To analyse and assess the behaviours displayed by patients in order to encourage them to help patients adapt and cope with the demands of the situation (health-illness).
- Apply the principles of communication to favour the achievement of the objectives of the therapeutic relationship. From clarifying the reason for the consultation to making decisions related to diagnosis, treatment, follow-up and adherence to treatment.

Competences

CP40 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.

4. CONTENT

- Introduction to psychology and health psychology. The health-illness continuum.
- Theoretical models of action: biomedical model and biopsychosocial model.
- Health behaviours.
- Therapeutic relationship and communication skills.
- Adherence to treatment.
- Emotion, stress and coping.
- Dental fears and phobias.
- Pain.
- Occupational health. Work-related stress and burnout

5. TEACHING-LEARNING METHODOLOGIES

- MD1 Clase magistral
- MD4 Aprendizaje basado en problemas.-
- MD8 Entornos de simulación.

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
AF1 Clases magistrales	37
AF4 Resolución de problemas	5
AF8 Actividades en talleres y/o laboratorios	16
AF10 Trabajo autónomo	90
AF12 Pruebas de evaluación presenciales	2
TOTAL	150

7. ASSESSMENT

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

Campus-based mode:

Assessment system	Weight
SE1 Pruebas de evaluación presenciales	40-60%
SE4 Caso/problema	15-25%
SE5 Carpeta de aprendizaje (Portfolio)	5-10%
SE6 Evaluación del desempeño	15-30%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the subject in the first exam period, students must:

- 1) Obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject,
- 2) At least a grade of 5.0 out of 10.0 in the final exam.
- 3) Attend at least 50% of simulations. Students who fail to attend 50% of simulations will not be graded on the Final Exam during the first exam period.

7.2. Second exam period

To pass the subject in the second exam period, students must:

- 1) Obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject
- 2) Obtain a grade of 5.0 out of 10.0 in the final exam.
- 3) Retake, in case of non-attendance of at least 50% of simulations, the simulation activities. To do this, students will have to retake a simulation chosen at random from among the 4 or more scenarios that the student did not attend. The assessment of the students' performance will be carried out by inter-judge agreement, being the professors of the subject who proceed to its correction through a previously established rubric.

The student must submit the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not submitted in the first place.

8. SCHEDULE

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

Assessable activities	Deadline
Case analysis	Week 3
Simulation 1	Week 6
Simulation 2	Week 7
Simulation 3	Week 9
Simulation 4	Week 10
Simulation 5	Week 11
Simulation 6	Week 12
Simulation 7	Week 13
Simulation 8	Week 14
Case analysis 2	Week 12
Portfolio	Week 18

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

9. BIBLIOGRAPHY

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

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section on virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.