

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	Face-to-face
Semester	First / Second
Academic year	2024-2025
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. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1- That students demonstrate knowledge based on general secondary education, and with the support of advanced textbooks, can also understand aspects from the vanguard of their field of study
- CB4- That the students can transmit information, ideas, problems and solutions to a specialized and non-specialized audience
- CB5- That students developed the learning skills necessary to undertake further studies with a high degree of autonomy

Cross-curricular competencies:

- CT1- Autonomous learning: Students become involved in their own development, choosing the strategies they consider most effective to learn and independently implementing what they have learned. The autonomous student, in short, selects the best strategies to achieve their learning objectives
- CT4- Capacity for analysis and synthesis: Assessment of complex situations in their constituent parts, and different alternatives or perspectives to find optimal solutions
- CT7- Awareness of ethical values: Ability to think and act according to universal principles based on the value of the person and commitment with social values
- CT9- Skills in interpersonal relationships: Positive and assertive interaction with others

Specific competencies:

- CG2- Understand the importance of such principles for the benefit of the patient, society, and profession, with special attention to professional secret.
- CG3- Know how to identify the patient's concerns and expectations, as well as communicate effectively and clearly, both orally and in writing, with patients, family members, the media, and other professionals.
- CG4- Understand and recognize the social and psychological aspects relevant to the treatment of patients.
- CG5- Know how to apply the principles of controlling anxiety and stress on oneself, on patients and on other members of the dental team.
- CG7- Promote autonomous learning of new knowledge and techniques, as well as motivation for quality.
- CG8- Learn to share information with other health professionals and learn teamwork skills.
- CG10- Know and identify psychological and physical problems derived from gender violence to train students in the prevention, early detection, assistance, and rehabilitation of victims of this form of violence.

Learning outcomes:

- LO1- Assessment of individuals considering their multiple dimensions (biological-psychological-social), and determining how these can influence the health-disease process
- LO2- Incorporate knowledge from Health Psychology to implement optimal interventions in the areas of health care, prevention, and promotion
- LO3- Identify and respond to the possible psychological and social needs implicated in the health-disease process and adapt interventions based on these needs
- LO4- Assessment of the different processes influencing the experiences of individuals, and adjusting the treatment approach to each case
- LO5- Analysis and assessment of patient behaviors in order to encourage them to adapt and cope with the demands of their health situation. Assessment of the changes produced as a result of health interventions
- LO6- Application of the principles of communication to achieve the therapeutic objectives, including the identification of the reason for consultation, the decision-making related to diagnosis, treatment, follow-up, and adherence to treatment
- LO7- Know and master communication and interpersonal relationship skills as essential skills for daily professional practice and management of situations that require active coping
- LO8- Assess and make decisions in a simulated therapeutic situation taking into account multiple variables
- LO9- Maintain an open and flexible attitude towards different cultures and societies in order to provide health care based on the concept of universality
- LO10- Know relevant aspects related to occupational health from the perspective of Psychology to prevent unwanted consequences

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CT7, CG2, CG3, CG4, CG5, CG7, CG8, CG10	LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8, LO9, LO10

4. CONTENT

The course is divided into three sections:

- Section 1
 - Introduction to Psychology and Health Psychology
 - Health-disease continuum
 - Biomedical and biopsychosocial models
 - Health behaviors
- Section 2
 - Therapeutic relationship and communication skills
 - Adherence to treatment
- Section 3
 - Emotion, stress, coping
 - Fear and dental phobias
 - Pain
 - Occupational health
 - Work stress and burnout

5. TEACHING-LEARNING METHODOLOGIES

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

- Case Method
- Cooperative learning
- Problem Based Learning (PBL)
- Master class
- 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
Tutorials	5
Master classes	26
Asynchronous virtual master classes	4
Self-study and work	70
Knowledge tests	5
Practical exercises	10
Case Analysis	22,5
Role playing	7,5
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
Exams	50%
Practical exercises	20%
Case analysis	20%
Reflexive diary	10%

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 deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered 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
Exam	Week 18

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. BIBLIOGRAFÍA

BOOKS

- 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. DIVERSITY MANAGEMENT UNIT

From the Educational Guidance and Diversity 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 means 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 opportunities 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 in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.