

1. OVERVIEW

Subject Area	Medical Psychology
Degree	Medicine
School/Faculty	Biomedical and Health Sciences
Ac. Year	2
ECTS	6
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	1 and 2

2. INTRODUCTION

The theory part which will develop students' skills consists of the contributions to health psychology (biopsychosocial intervention model, illness perception, health beliefs, illness behaviour, relief expectations, chronic pain, stress, facing up to illness, the different types of patients, psychological processes, the relationship between health and emotion, etc.). Once these objectives have been met, our future medical professionals will understand, identify and evaluate the influence of the different psychological processes beneath the behaviour of the patient, the doctor and the relationship between them. Students will therefore learn to take into account that individuality means knowing how to recognise typical psychological reactions people have in certain situations, and help to understand how to face up to a medical process in any stage of life or illness.

3. SKILLS AND LEARNING OUTCOMES

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Key skills (CB, by the acronym in Spanish):

- CB2: Students can apply their knowledge to their work professionally and possess the necessary skills, usually demonstrated by forming and defending opinions, as well as resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant information (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4. Students should be able to communicate their conclusions as well as the knowledge and underlying reasons they are based on, to expert and non-expert audiences in a clear and concise way.

General skills (CG, by the acronym in Spanish):

- CG8. Recognise the bases of normal human conduct and its alterations.
- CG10. Understand and recognise the causal agents and risk factors which determine health conditions and the development of a disease.
- CG21. Listen attentively, obtain and synthesise information regarding the problems troubling the

patient and understand this information.

- CG23. Communicate effectively and clearly, both orally and in writing, with patients, family members, media and other professionals.
- CG24. Establish good interpersonal communication which allows you to efficiently and empathetically connect with patients, family members, media and other professionals.
- CG26. Assume a role in the prevention and protection against diseases, injuries or accidents, together with the maintenance and promotion of health, both on an individual and community level.
- CG27. Recognise your role in multiprofessional teams, taking the lead where necessary, both in providing healthcare and in activities which promote good health.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT1. Communication: ability to engage in active listening, ask questions and respond in a clear and concise way, as well as to effectively express ideas and concepts. This includes concise and clear written communication.
- CT4. Adaptability: ability to detect, interpret and respond to a changing environment. Ability to equip themselves and work effectively in different situations and/or with different groups or individuals. This means adapting to change depending on circumstances or needs. It involves the confidence to take on crucial challenges on a personal or group level, maintaining good physical and mental health to allow effective work to be carried out.
- CT5. Initiative: ability to undertake difficult or risky actions with resolve.
- CT7. Decision making: ability to choose between different options or methods to effectively solve different problems or situations.
- CT9. Ability to put knowledge into practice, using the skills acquired in the classroom to mock situations based on real life experiences that occur in the relevant profession.
- CT10. Independent learning: the ability to govern your own development by choosing the most effective lines of action, strategies, tools and opportunities to independently learn and apply knowledge to practice.

Specific skills (CE, by the acronym in Spanish):

- CE 3.1.16 Understand the biological, psychological and social foundations of personality and conduct. Recognise, diagnose and offer guidance in the handling of psychiatric disorders.

Learning outcomes (RA, by the acronym in Spanish):

- Differentiate the biological, psychological and social dimensions of a person.
- Adapt patient interventions to the appropriate moment in their life cycle.
- Understand the basic psychological processes impacting individual behaviour.
- Identify the psychosocial foundations of the process of falling ill.
- Understand that in the health/illness process there is an interaction between people and their family, social and work groups.
- Identify the psychological reactions before different illness circumstances and mortality.
- Apply the skills required for good communication in relationships with patients, their family members and other professionals.
- Evaluate how useful it is to refer patients to professional psychologists and the best way to do this.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB2, CB3	Differentiate the biological, psychological and social dimensions of a person.
CG B10, CG B11, CT 4	Adapt patient interventions to the appropriate moment in their life cycle.

CG B-8, CG D- 21, CT9, CT10	Understand the basic psychological processes impacting individual behaviour.
CB3, CGB-8, CGB-10, CG, E-26	Identify the psychosocial foundations of the process of falling ill.
CT3, CGE-26	Understand that in the health/illness process there is an interaction between people and their family, social and work groups.
CB2, CB3, CT5, CE30	Identify the psychological reactions before different illness circumstances and mortality.
CG D-21., CG D-23, CGD-24, CT1, CB4	Apply the skills required for good communication in relationships with patients, their family members and other professionals.
CB2, CT7, CGE-27	Evaluate how useful it is to refer patients to professional psychologists and the best way to do this.

4. CONTENTS

BLOCK I. HEALTH-ILLNESS CONTINUUM

Introduction: the psychology of health and its scope for work and therapeutic benefits.

Intervention models in medicine: biomedical and biopsychosocial. Doctor-patient relationship models. The dimensions of a person. Individual characteristics at different stages of life. Illness in different stages of life.

Basic psychological processes.

BLOCK II. HEALTH AND BEHAVIOUR

Explanatory theories of patient behaviour and the processes of illness. Patterns of behaviour and health behaviour. Explanatory theories of behavioural change in patients.

Emotions. Stress and health. Pain - adherence to treatment.

Patient-doctor relationship: implications and helpful tools.

BLOCK III. FINAL STAGE OF LIFE: REACTIONS AND ATTITUDES TOWARDS MORTALITY.

Processes of adaptation to the illness and loss of independence.

Psychological needs of the triad: patient-main caregiver-healthcare team. Facing up to the process of death and its emotional implications.

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Lecture
- Case studies
- Clinical simulation
- Group work and literature review

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
Theory/practical learning activities on-campus	68
Directed learning activities	17
Self-study	45
Tutorials	18
Knowledge tests	2
TOTAL	150 h

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the subject area, are as follows:

On campus:

Assessment system	Weighting
Ways of assessing cognitive objectives: Knowledge test	50%
Ways of assessing skills objectives: Clinical simulation	30%
Practical activity	20%

The assessment of cognitive objectives will be made through a knowledge test.

The assessment of skills objectives will be made through student participation in group clinical simulation sessions, taking into account the skills demonstrated and attitude.

We will evaluate in the practical activity the skills acquired through attendance and participation in class.

On the Virtual Campus, when you open the subject area, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

The knowledge test and practical activities follow these percentages in the calculation of the final grade:

Maximum mark in the knowledge test = 5 points. Maximum mark in the practical activities = 5

Please take into account that the simulation activities, due to their nature, cannot be retaken (nor can the corresponding qualification be recovered). Therefore, it is essential students attend these sessions throughout the course.

Attendance to a minimum 80% of simulation activities is compulsory.

8. BIBLIOGRAPHY

The recommended bibliography is indicated below:

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