

1. OVERVIEW

Subject area	Psychology in Healthcare
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	1st
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semester 1

2. INTRODUCTION

“Psychology in Healthcare” is a subject area that views nursing practice as primarily aimed at providing care and guidance to meet the needs of people with regard to their health and illness. For this it is essential to have knowledge of psychology and apply it where necessary.

It is widely documented that factors such as the therapeutic relationship that patients and their families establish with healthcare professionals, patients' emotions or their beliefs about their own health, influence the way in which patients cope with their illness process and adhere to treatment. The relevance of these aspects is such that they can even change the prognosis.

Moreover, as numerous studies have shown, good patient communication does not necessarily arise spontaneously. Mere good intentions or experience (trial and error) do not guarantee good practice, making education in this area essential.

Furthermore, the nursing profession is not exempt from psychosocial risks, such as stress or burnout, which will also be addressed in this subject area. Related to these risks will be the expectations and fears of professionals, as well as their knowledge of these processes and their emotional self-regulation and self-care skills.

Given that the subject area is taught in the first year, the teaching method is based on hypothetical cases or situations, as students will not yet have had full and real contact with the people involved in therapeutic situations (patients, relatives, other health care professionals, etc.).

Therefore, methods such as simulation, problem-based learning and dialogical learning will be used to impart knowledge of the subject area, favouring a participative and collaborative learning dynamic.

The subject area as a whole will help students to obtain the interdisciplinary approach needed for proper professional practice.

3. SKILLS AND LEARNING OUTCOMES

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

- CB1: Acquire advanced knowledge and demonstrate an understanding of theoretical and practical aspects, as well as the working methodology in your area of study, ensuring the highest level of knowledge possible.
- CB3: Be able to collect and interpret data and information to form conclusions, including, where necessary and relevant, reflection on social, scientific or ethical issues in your field of study.

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

- CT3: Contribute actively in work teams, assuming shared responsibilities.
- CT4: Apply effective communication strategies in professional practice.
- CT5: Be oriented towards the development of others by understanding their attitudes, interests, needs and perspectives.

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

- CE8: Promote and respect the right to participation, information, autonomy and informed consent in the decision-making process of the people cared for, in line with their personal experience of their health/illness process.

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

- RA1. Identify the general foundations of human psychological development in relation to health and illness.
- RA2. Identify different human responses to health problems, as well as the emotional elements involved in the therapeutic relationship.
- RA3. Use skills, strategies and communicative styles that favour the therapeutic relationship.
- RA4. Define basic concepts related to the occupational health of healthcare workers.
- RA5. Describe factors related to adherence to treatment.
- RA6. Explain the factors related to the promotion of healthy behaviours and lifestyles.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CB1, CE8	RA 1
CB1,CT5,CE8	RA 2
CB1, CB3 CT3, CT4, CT5 CE8	RA 3
CB3 CT4, CT5, CUE5	RA 4

CB1, CB3 CT3, CT4 CE8	RA 5
CB3, CT5	RA 6

4. CONTENTS

- Topic 1. General notions of human psychological development (affective, social, cognitive) in relation to health and illness. Fragility and the need for others, based on each stage of development.
- Topic 2. Therapeutic relationship. Communication styles. Roles and skills in communication.
- Topic 3. Different therapeutic settings. Study of human responses to common health problems.
- Topic 4. Emotions and health.
- Topic 5. Patient and practitioner expectations regarding the therapeutic relationship.
- Topic 6. Basic concepts related to occupational health: stress, burnout syndrome.
- Topic 7. The challenges of healthy behaviour and adherence to treatment.

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- MD1. Lecture
- MD3. Collaborative learning
- MD6. Simulation environments
- MD10. Dialogic learning

6. LEARNING ACTIVITIES

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

Learning activity	Number of hours
Lectures	29h
Asynchronous lectures	10h
Problem-solving	41h
Group tutorials	2h
Debates and discussions	8h
Simulation activities	8h
On-campus knowledge tests	2h
Independent working	50h
TOTAL	150h

7. ASSESSMENT

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

On campus:

Assessment system	Weighting
Reports and written work: Reflective journal	30%
Reports and written work: Problem-based learning	10%
Oral presentations: Problem-based learning	20%
On-campus knowledge test	40%

On the Virtual Campus, when you open the subject area, you can check the guide with the details of your assessment activities, including the deadlines and assessment procedure for each.

8. BIBLIOGRAPHY

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- 'Discovering Psychology' <http://www.learner.org/series/discoveringpsychology/index.html>
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- American Psychological Association APA <http://www.apa.org/>
- European Federation of Psychologists' Associations EFPA <http://www.efpa.eu/>