

**COURSE DATA****DATA SUBJECT****Code:** 34291**Name:** Psychology. Patient care**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1207 - Degree in Optics and Optometry	Facultat de Física	2	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1207 - Degree in Optics and Optometry	Psychology	BASIC

**COORDINATION**

DOMINGUEZ CASTILLO MARIA DEL PILAR

**SUMMARY**

The objectives of the course are centered PSYCHOLOGY one hand, basic knowledge in psychology notions that allow students to understand the basic psychological factors and bio-psycho-social impact on human behavior and, moreover, that acquire a body of knowledge on theoretical and applied procedures that show the importance of psychological factors on health and the importance of relationships in humans. Along with this, it is important to acquire personal and communication skills that are critical in the field of healthcare.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

**OTHER REQUIREMENTS**

No specific knowledge is required

**COMPETENCES / LEARNING OUTCOMES**



## 1207 - Degree in Optics and Optometry

Being able to gather and interpret relevant data to make judgments.

Being able to transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.

Development of learning skills necessary to undertake further studies with a high degree of autonomy.

Knowing how to apply the knowledge acquired to professional activity, knowing how to solve problems and develop and defend arguments.

To acquire teamwork skills as a unit in which professionals and other personnel related to visual health are structured in a unidisciplinary or multidisciplinary and interdisciplinary way.

To acquire the ability to practice the profession with respect for the patient's autonomy, their beliefs, culture, genetic, demographic and socioeconomic determinants, applying the principles of social justice and understanding the ethical implications in a changing world context.

To acquire the clinical skills necessary for the examination and treatment of patients.

To know the applicable legislation in professional practice, with special attention to matters of gender equality between men and women, human rights, solidarity, sustainability, protection of the environment and promotion of the culture of peace.

To know the different protocols applied to patients.

To know the fundamentals and techniques of health education and the main generic health programs to which the optometrist must contribute from their scope of action.

To know the nature and organization of the different types of clinical care.

To know the psychosocial aspects of the profession.

To know the Spanish health system and the basic aspects related to the management of health services, mainly those related to health care and rehabilitation.

To think critically about clinical, scientific, ethical and social issues involved in the professional practice of Optometry.

To understand the psychological aspects in the relationship between the optician-optometrist and the patient.

## DESCRIPTION OF CONTENTS

### TOPIC 1: Introduction and Concept of Health Psychology

Historical and Conceptual Approach to Health Psychology

Theoretical Approaches to Psychology Applied to Health Psychology



Seminar 1: Psychology Training for Optometry Professionals

**TOPIC 2. Cognitive and Behavioral Aspects in Health Prevention and Promotion  
Psychosocial Factors and Determinants in Patient Care**

Analysis of Health and Illness Behavior

Seminar 2: Contributions of Psychology to Patient Care in Optometry

**TOPIC 3. Psychosocial Stress, Illness, and Coping**

Historical and conceptual approach to the study of stress

Explanatory models of stress

Stress in health-illness processes

Seminar 3: Causes and consequences of stress

Seminar 4: Transactional model of stress and coping strategies

**TOPIC 4. Intervention strategies**

Social support and health

Therapeutic adherence

Seminar 5: Designing a health action program

Seminar 6: Treatment adherence in the field of optics/optometry

**TOPIC 5. Functions and forms of communication**

Factors influencing communication between healthcare professionals and patients

Relationship and communication between healthcare professionals and patients

Relationships within the healthcare system

Seminar 7: Assertiveness techniques

Seminar 8: Personal and communication skills

**TOPIC 6. Clinical care**

Patient and patient roles

Optometric and ophthalmological patient care

Coordinated seminar 9: Presentation and defense of team work

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Tutorials	10,00
Theory	30,00
Laboratory	5,00
<b>Total hours</b>	<b>45,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	25,00



Independent study and work	25,00
Preparation of lessons	25,00
Preparation for assessment activities	5,00
Resolution of case studies	10,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

It will include active and participative methodology, integrating different instructional methodologies to enhance the significant learning of knowledge and competencies of the subject.

The basic instructional techniques include:

- (1) Presentations of the subject's contents,
- (2) Performance of practical activities (case studies, discussion, analysis of texts, videos and problem solving),
- (3) role-playing, group tutorials scheduled,
- (4) Scheduled individual and group tutorials,
- (5) Preparation of independent work, processing and reporting of the practices in the classroom (individual and group),
- (6) formative and summative evaluation,
- (7) Volunteer participation in the Teaching Innovation Project about Diversity.

## EVALUATION

### 1. Written Assessment

**Assessment of theoretical and practical content through a written test (70% of the final grade).** A written test will be given on the date indicated by the faculty. This test may consist of objective, alternative, and short questions. To pass the course, a minimum mastery of 50% (i.e., a grade equal to or greater than 3.5 out of 7) must be achieved.

### 2. Continuous Assessment

**2.1. Active participation in the proposed activities and motivation for the quality of the learning outcomes (15% of the final grade).** These activities will put theoretical knowledge into practice and assess alignment with the learning outcomes. Assignments will be reviewed and graded in various ways: self-assessment, peer assessment, group discussion-correction, and faculty evaluation. To pass this section, a minimum



proficiency score of 50% must be achieved (i.e., a grade equal to or greater than 0.75 out of 1.5 points).

**2.2. Development and oral and written presentation of group work on topics related to the program (15% of the final grade, non-recoverable).** A group project of 3 to 4 students will be presented during class time, and questions will be asked about it. The topic will be decided together with the teaching staff and may consist, for example, of the design of a prevention program (primary, secondary, or tertiary) in the area of Eye Health. The written work and the audiovisual support used in the presentation will be submitted. The quality of content, effort, coherence, structure, originality, relevance to practice, clarity of presentation, bibliographical adequacy, quality of responses and knowledge demonstrated, and quality of audiovisual support will be assessed. During the course of the project, at least two tutorial sessions will be held where progress will be shown, and evidence of participation from each group member may be requested.

During the second session, the written section (1) and/or the active participation section in the proposed activities and motivation for the quality of the learning outcomes (2.1) may be retaken. This will be through a final exam that will include all the content and skills developed in said activities. The grade from section 2.2 will be maintained.

The manifest copy or plagiarism of any task that is part of the evaluation will mean the impossibility of passing the subject, subsequently submitting to the appropriate disciplinary procedures.

Keep in mind that, in accordance with article 13. d) of the University Student Statute (RD 1791/2010, of December 30), it is the duty of the student body to refrain from using or cooperating in fraudulent procedures in the evaluation tests, in the works that are carried out or in official documents of the university. During tutoring hours, teachers may require individual or group interviews in order to verify the degree of participation and achievement of the objectives set for any task developed. Not accepting said verification will mean not passing the task or activity in question.

**Rating system:**The qualification of the subject will be subject to the provisions of the Regulation of Assessment and Qualification of the University of Valencia for Grau i Màster degrees (ACGUV 108/2017 of May 30, 2017).

[http://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

In accordance with this, it is specified on a numerical scale from 0 to 10, with the expression of a decimal, to which a qualitative qualification is added as indicated below:

- Fail: < 5
- Approved: 5-6.99
- Remarkable: 7-8.99
- Outstanding: 9-10

The different sections contemplated in the evaluation will only be added when the minimum requirements



established for each of them are exceeded, if these have been established.

## REFERENCES

### Basic

- Amigo, I., Fernández, C., Pérez, M. (2005). Manual de psicología de la salud. 3a edición. Ediciones Pirámide
- Brannon, L. y Feist, J. (2001) Psicología de la salud. Madrid: Paraninfo
- Gil Roales-Nieto, J. (2004). Psicología de la Salud: Aproximación histórica, conceptual y aplicaciones. Ediciones Pirámide

### Complementary

- Morrison, V. y Bennet, P. (2008). Psicología de la Salud. Pearson, Prentice Hall. Perpiñá, C. (2014). Manual de la entrevista psicológica. Ediciones Pirámide.
- BORRELL CARRIO, F. B. (2004). Entrevista clínica: manual de estrategias prácticas. SEMFYC, Sociedad Española de Medicina de Familia y Comunitaria.
- BIMBELA PEDROLA, JOSE LUIS (2001)- "Cuidando al cuidador "counseling" para profesionales de la salud", Granada Escuela Andaluza de Salud Pública
- BUCETA, J. M. , BUENO, A. M. y B. MAS (eds.) (2000).: Intervención Psicológica en Trastornos de la Salud. Madrid: Dykinson.
- GARCIA, S. (1999). Cómo vivir francamente estresado. Barcelona: Gestión 2000
- HOMBRADOS, M.I. (1997). Estrés y salud. Valencia: Promolibro.
- ABRIL, V.J. (1997) Apoyo social y salud Una perspectiva comunitaria Valencia: Promolibro
- BERNSTEIN, D.A.; BORKOVEC, T. (1999) Entrenamiento en relajación progresiva. Bilbao: DDB
- WILSON, P.H., SPENCE, S.H., KAVANAGH, D.J. (1995). Técnicas de entrevista clínica Barcelona: Martínez Roca.