



COURSE DATA

DATA SUBJECT

Code: 44189
Name: Learning the basic skills of a general health psychologist
Cycle: Master's Degree
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2244 - Master's Degree in General Psychology Health	Facultat de Psicologia i Logopèdia	1	Second quarter, Annual
2255 - Master's Degree in General Psychology Health (Ontinyent)	Facultat de Psicologia i Logopèdia	1	Second quarter, Annual

SUBJECT-MATTER

Degree	Subject-matter	Character
2244 - Master's Degree in General Psychology Health	Learning the basic skills of a general health psychologist	COMPULSORY
2255 - Master's Degree in General Psychology Health (Ontinyent)	Learning the basic skills of a general health psychologist	COMPULSORY

COORDINATION

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SUMMARY

"You can not not communicate", said Paul Watzlawick, referring to continually talk with others, hear or observe. But it also is a basic communication tool and whose domain is necessary for the professional psychologist. On this subject the foundations of human communication in general, basic social interaction skills, adequate and accurate feedback, dialogue and support, and also the main skills that must be trained in the therapeutic relationship are explained. A health psychologist should be able to transmit information in various situations, especially bad news, knowing the positive attitudes for efficient and effective therapeutic relationship with patients, families and caregivers and identifying emotions for use in identifying the problem, evaluation, communication, diagnosis, and intervention and psychological follow-ups.

In the age of information and communication, health generally psychologist should know and be able to use information technologies and communication with different career goals (relationships with other professionals, obtaining information, dissemination of knowledge and research results ...) as well as the



obligations and responsibilities relating to the confidentiality of information and protection of personal data of patients.

Knowing how to communicate results and reports and communicate with other professionals (in writing or orally) in different formats - group discussion, debates, conference-and for different purposes to inform, persuade, argue, teach master the necessary skills required for the job in teams and in multidisciplinary groups. In addition, being able to play leadership behaviors in team work effectively applying the leadership model based on the characteristics of the equipment and the situation is important to achieve effective results in teams. This requires acquire teamwork skills as work planning, coordination, monitoring work, communication, conflict management, group decision making, coordination and management.

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 prerequisites

COMPETENCES / LEARNING OUTCOMES

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Capacidad de comunicación, de diálogo, de apoyo, de trabajo en grupo y de respeto a los principios de igualdad entre hombres y mujeres.

Capacidad para regular el propio aprendizaje, resolver problemas, y adaptarse a situaciones nuevas

Have a concern for achieving quality work.

Have a good command of effective oral communication skills in multiple formats (e.g., group discussion, debate, conference, etc.) and for multiple purposes (e.g., inform, defend, explain, persuade, argue, teach, etc.).

Know how to inform and to communicate with other professionals, and master the skills needed for working in teams and in multidisciplinary groups.

Know how to spread knowledge among professionals in the same discipline or related disciplines.

Know how to use information and communication technology with different objectives for improving professional skills (relationships with other professionals, gathering of information, dissemination of knowledge, etc.)

Know the duties and responsibilities of health professionals as regards confidentiality of information and protection of personal data of patients.

Saber argumentar con coherencia y de manera crítica

Saber trabajar en equipos interdisciplinares con eficacia y eficiencia



Show skills in interpersonal communication and in controlling emotions, which are suitable for the effective interaction with patients, families and caregivers in the process of problem identification, evaluation, communication of the diagnosis and psychological intervention and monitoring.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

Use information and communication technology in professional practice.

DESCRIPTION OF CONTENTS

1. Relational communication skills between the overall health psychologist, the patient and family: the host and referral process

- 1-concept reception, reception, referral and discharge. What are the needs of the patient and the next?
 - a. "Relational" change in the current health system
 - b. Definition reception, reception, referral
- 2-Emotions patient (family, caregiver). Sensitive information.
 - a. Instrumental and affective communication: the "what" and "how"
 - b. Definitions of therapeutic privilege, and informed consent.
- 3-relational and communication skills at the reception. Admission interview, reception, referral and discharge.
 - a. Effective relational strategies: Active listening. "I" messages. Validation and empathy.
 - b. Communicating care information: counseling interview.
 - c. Differential nuances of the interview in the reception, referral and discharge.
- 4-protocols in devices: examples of NHS and private centers.
- 5- difficult patient. Answer difficult questions and give bad news.

2. Group work skills and multidisciplinary teams

- 1.Teamwork skills.
- 2.Interpersonal skills General Health Psychologist: Communication techniques for improving efficiency equipment.

3. Prevention of interpersonal violence

- 1. Develop strategies and capabilities for transcultural health evaluation in-patient and family for the



prevention of interpersonal violence relationship.

- 1.1 Development of strategies to improve intercultural communication in the doctor-patient relationship.
- 2. Strategies for cross-multidisciplinary work taking into account the approach to people of different cultural backgrounds for the prevention of interpersonal violence.
- 2.1 Intercultural Communication: Problems of intercultural communication; Theories of intercultural communication.
- 2.2 Temporary residents: Adaptation of temporary resident; Intercultural personality.
- 2.3 Intercultural competence: Effectiveness temporary resident; intercultural training

4. Skills and attitudes in the effective therapeutic relationship

- 1. Therapeutic Alliance.
- 2. Styles of the therapist.
- 3. Attitudes and aptitudes in the effective therapeutic relationship.
- 4. Handling difficult situations.

5. Interpersonal communication skills

- 1. Communication techniques and writing. Writing reports and documents
 - 1.1.Characterísticas oral and written communication
 - 1.2. Types of written communications
 - 1.2.1. Proceedings
 - 1.2.2. Reports
 - 1.2.3.Curriculum vitae
 - 1.2.4.Carta presentation
- 2.Técnicas communication and oral expression. Public speaking.
 - 2.1. Conceptual aproximación. Speaker, audience and message.
 - 2.2. Características speech
 - 2.3. Phases of speech
 - 2.4. Types of interventions in public
 - 2.5. Objections public

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at other activities	5,00
Individual or group project	15,00
Independent study and work	30,00
Preparation of lessons	15,00
Preparation for assessment activities	10,00
Resolution of case studies	15,00
Total hours	90,00

TEACHING METHODOLOGY

Learning in groups with the teacher. In the face-to-face class, the lecture model will be used, since this model makes it possible to provide an overall view of the topic addressed and to focus on those key concepts necessary for its understanding. Likewise, students will be advised on the most recommended resources for the subsequent in-depth preparation of the topic.

Teaching is complemented by the completion of individual and group assignments, fostering both independent and collaborative work.

Attendance at scheduled tutorials. In tutorials, teachers guide students in the construction of their knowledge; they provide orientation for the preparation of assignments and resolve questions or difficulties related to the subject. These sessions will be held in groups to solve problems, guide projects, etc.

Virtual classroom (<http://pizarra.uv.es>). In this virtual space, students can find documents, information, or relevant news about the subjects. Teachers upload all the information they consider appropriate for the development of the course.

More innovative teaching activities include case studies, solving exercises and problems, problem-based learning, project-oriented learning, and cooperative learning through the use of interdisciplinary groups, both in practice sessions and in the preparation of group assignments.

Practical training for health professionals in real clinical/healthcare situations through simulation has, in recent years, become the central axis of training for future health professionals. In this course, students will learn to carry out simulated interventions in a hospital environment and acquire coordination skills with other healthcare professionals to enhance their practical competencies in performing their functions. The Interdisciplinary Health Simulation Center at the University of Valencia offers a privileged environment for the practical training of the functions of the General Health Psychologist.

EVALUATION

EVALUATION SYSTEM

Assessment of theoretical and practical contents by written test of response alternatives.
Attendance at seminars/conferences. Activities.



WEIGHING

Assessment of theoretical and practical content through written test of response alternatives (50% of the final score, recoverable). Attendance at seminars/conferences (5% of the final score, not recoverable). Activities (45% of the final score). On second call, the activities that consist of tasks to be carried out outside the classroom will be recoverable. On second call, the activities that consist of tasks to be carried out in the classroom will be recoverable if their characteristics allow it.

MINIMUM REQUIREMENTS

To pass the subject in 1st or 2nd call, it will be necessary to achieve a minimum mastery of 50% in the valuation of theoretical and practical contents by means of written test of response alternatives (50% of the final score, recoverable).

RATING SYSTEM

The qualification of the subject will be subject to the provisions of the Evaluation and Qualification Regulations of the Universitat de València for degrees and master degrees (ACGUV 108/2017). Only the different sections included in the evaluation will be added when the minimum requirements established.

The granting of an Honor Qualification will be based on the regulations regarding the University of Valencia, which takes into account the number of Honor Qualification per group. The evaluation of theoretical and practical contents by means of a written test of response alternatives will also include a development question that can be considered for the Honors Qualification (QH) award. In this regard, we will start with the number of MH that can be granted in each of the groups. Based on this, the possibility of granting the MH to the students will be assessed based on the total score obtained by the student on 10 points, and only in those cases in which the grade is 9 points or higher. In order to qualify for Honor Qualification, students must have completed the development question whose assessment will serve to determine the Honor Qualification assignment in those cases in which the students that can accede to it are superior to the ones of qualifications of honor that can be awarded and / or in case of a tie in the grade obtained by the student about 10 points.

The grade of the subject will incorporate the grade obtained in first call according to the following rules:

- If there is no qualification in the assessment section of theoretical and practical contents, by means of a written test of response alternatives, the grade will be NOT PRESENTED, regardless of attendance at seminars/conferences and of activities carried out.

- If there is a qualification in the assessment section of theoretical and practical contents by means of a written test of response alternatives, and this does not meet the minimum requirements, a SUSPENSIVE and numerical note will be recorded on base 10 of the qualification of this section.

In the second call, proceed according to the following rules:

- If there is no qualification in the assessment section of theoretical and practical contents, by means of a



written test of response alternatives, the grade will be NOT PRESENTED, regardless of attendance at seminars/conferences and of activities carried out.

- If there is a qualification in the assessment section of theoretical and practical contents by means of a written test of response alternatives, and this does not meet the minimum requirements, a SUSPENSIVE and numerical note will be recorded on base 10 of the qualification of this section.

- If there is a qualification in the assessment section of theoretical and practical contents by means of a written test of response alternatives, and this meets the minimum requirements, the assessment for attendance at seminars/conferences and/or assessment of activities.

The consultation and challenge of the qualification obtained in evaluation tasks, will be subject to the provisions of the Rules of Challenging Qualifications (ACGUV of april 29, 2008). <http://www.uv.es/=sgeneral/Reglamentacio/Doc/Estudis/C9.pdf>

The assignments, activities, or exercises submitted by students in this subject must be their own and original work. In case of using artificial intelligence (ChatGPT or others), the student must provide a statement of responsible use.

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