

Academic Year/course: 2022/23

## 61868 - Clinical cases in health settings

### Syllabus Information

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**Academic Year:** 2022/23

**Subject:** 61868 - Clinical cases in health settings

**Faculty / School:** 301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 557 - Master's in General Sanitary Psychology

**ECTS:** 3.0

**Year:** 1

**Semester:** Second semester

**Subject Type:** Compulsory

**Module:**

## 1. General information

### 1.1. Aims of the course

The subject and its expected results respond to the following approaches and objectives:

The general objective of this course is to prepare the future PGS for practice in the field of general health psychology. This general objective is structured around the following specific objectives:

- A) That the student knows the process of evaluation of a clinical problem, knows the process of elaboration of functional hypotheses.
- B) That the student manages the decision-making process on the variables that maintain clinical problems, is capable of making decisions about the most appropriate assessment instruments, and is capable of preparing the information and data obtained from the assessment.
- C) That the student manages the decision-making process on the most appropriate intervention techniques to use in a specific case based on the information previously obtained and is capable of correctly applying the chosen intervention techniques or programs.
- D) That the student adopt a professional, ethical and rigorous attitude towards the evaluation and treatment of clinical problems.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results of Learning the subject provides training and competence to contribute to some extent to its achievement:

Objective 3: Health and well-being.

Objective 4: Quality education.

Goal 5: Gender equality.

Goal 10: Reduction of inequalities.

### 1.2. Context and importance of this course in the degree

The compulsory subject Analysis of clinical cases in health contexts offers students the possibility of putting into practice all the knowledge and skills acquired so far through work with real cases. It is essential for the future professional performance of the PGS that they know how to relate the accumulated knowledge and know how to channel them appropriately towards the choice and implementation of the most appropriate interventions to improve the quality of life of the people with whom they work. In addition, in most cases, the PGS will work in multidisciplinary contexts, so the analysis of the cases will be carried out in groups and their participation will be relevant to achieve the objectives of the therapeutic team.

### 1.3. Recommendations to take this course

There are no prerequisites to enroll in this subject. It will be easier for students who have previous knowledge of any of the subjects of the Degree in Psychology related to psychopathology and psychological therapy to take it. Likewise, this subject is taught at the end of the second semester to allow students to have enough knowledge and skills to take advantage of it. On the other hand, the knowledge in reading English, office automation, Internet management, operation of the bibliographic resources of the university and specialized databases in psychology will be useful.

## 2. Learning goals

### 2.1. Competences

By passing the subject, the student will be more competent to ...

CB6 - Possess and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context.

CB7 - That students know how to apply the acquired knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.

CB8 - That students are able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 - That students know how to communicate their conclusions and the knowledge and ultimate reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way.

CB10 - That students possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.

CT1 - Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.

CT2 - Show an ethical and professional commitment in relation to civic, social and global responsibilities.

CT3 - Show interest in continuous learning, updating knowledge and continuing professional training.

CE1 - Acquire, develop and put into practice a comprehensive health concept, where its biopsychosocial components have a place, in accordance with the guidelines established by the WHO.

CE4 - Critically analyze and use clinical information sources.

CE7 - Formulate research working hypotheses and collect and critically assess information for problem solving, applying the scientific method.

CE12 - Know in depth the psychological nature of human behavior, as well as the social and biological factors that can affect it.

CE13 - Know in depth the psychological nature of human behavior disorders.

CE14 - Know in depth the psychosocial factors associated with health problems and illness.

CE15 - Know in depth the biological and psychosocial factors associated with health and disease problems, especially those related to mental health.

CE16 - To know in depth the different models of evaluation and intervention in the field of General Health Psychology, as well as the techniques and procedures derived from them to address behavioral disorders and psychological factors associated with health problems.

CE18 - Design, develop and, where appropriate, supervise and evaluate psychological intervention plans and programs, based on the psychological evaluation and the concurrent individual and social variables in each case.

CE21 - Carry out promotional and educational activities for individual and community psychological health.

## 2.2. Learning goals

The student, to pass this subject, must demonstrate the following results:

### 1. Basics:

RAB1: The student applies the acquired knowledge and is capable of solving problems in multidisciplinary environments related to health psychology.

RAB2: The student knows the social and ethical responsibilities related to the application of knowledge and judgments in the field of general health psychology.

RAB3: The student knows how to communicate their conclusions to specialized and non-specialized audiences in a clear and unambiguous way.

RAB4: The student has learning skills that allow him to continue studying in an autonomous way and is original in the development and / or application of ideas in health and research contexts.

### 2. Specific:

RAE4. The student critically analyzes and uses the sources of clinical information.

RAE7. The student formulates working hypotheses in research and collects and critically evaluates the information for solving problems, applying the scientific method.

RAE12. The student knows in depth the psychological nature of human behavior, as well as the social and biological factors that can affect it.

RAE13. The student knows in depth the psychological nature of human behavioral disorders.

RAE14. The student knows in depth the psychosocial factors associated with health problems and illness.

RAE15. The student knows in depth the biological and psychosocial factors associated with health and disease problems, especially those related to mental health.

RAE16. The student knows in depth the different evaluation and intervention models in the field of General Health Psychology, as well as the techniques and procedures derived from them to address behavioral disorders.

RAE18. The student is capable of designing, developing and, where appropriate, supervising and evaluating psychological intervention plans and programs, based on the psychological evaluation and the concurrent individual and social variables in each case.

### 3. Transversal:

RAT1. The student knows the different models of evaluation and intervention in the field of Clinical and Health Psychology.

RAT2. The student knows in depth the nature and the theoretical-explanatory frameworks of the different psychopathological, health and neuropsychological disorders.

RAT3. The student knows how to assess and integrate the involvement of the different psychological aspects in the development of psychological disorders and health problems.

RAT4. The student is able to apply the main theories in relation to the psychological components of psychological and health disorders.

RAT5. The student is able to achieve an adequate level of understanding of the recipient's demand in each situation or application context.

RAT6. The student is able to show a reasonable critical sense and intellectual curiosity about the factors that influence or cause psychological and health disorders.

RAT7. The student knows and adjusts to the deontological obligations of Clinical and Health Psychology.

RAT8. The student is able to recognize and accept the ambiguity and complexity of psychological problems, as well as the tentative nature of their explanations and the social context in which they occur.

RAT9. The student is able to recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.

RAT10. The student shows an ethical and professional commitment in relation to civic, social and global responsibilities.  
RAT11. The student shows interest in continuous learning, updating knowledge and continuing professional training.

### 2.3. Importance of learning goals

The learning outcomes derived from this subject are essential for the adequate professional performance of the PGS, both because of the clinical knowledge that is required, and because of the skills in the health field that are needed. Knowing how to evaluate and analyze information in an ideographic way, establish an explanatory model of the general functioning of each individual, select the most appropriate psychological interventions in each case and know how to transmit the information clearly, generating motivation for change, are skills that the PGS must practice and implement in each of its interventions.

## 3. Assessment (1st and 2nd call)

### 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that they have achieved the expected learning outcomes through the following assessment activities:

1. Written test (grade from 0 to 10) at the end of the term. The note may mean 60% of the final grade. The test may contain multiple choice questions to answer, short questions or questions to be developed (to be determined at the beginning of the course).
2. Continuous work (rating from 0 to 10). The note may mean around 40% of the final grade. The resulting grades may be derived from the delivery of practice reports, preparation of individual and / or group work, attendance at conferences or presentations related to the content of the subject, among other activities that will be determined by the person responsible for the subject.

**Note:** In the event that, for health security reasons, there is a change in teaching the following modifications can be made in the evaluation of the subject: 1. Written test on theoretical content (rating from 0 to 10). Without less than 80% of the teaching hours of the subject. In any case, students will be entitled to a global assessment of the subject in which they will be eligible for the highest grade.

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The methodology followed in this course is oriented towards achievement of the learning objectives. The theoretical and practical content will be presented by the teacher in the form of questions, discussions and public expression of opinion to finally reach some conclusions both individual and group format.

Participation and the cooperative learning methodology will be used for solving real case studies.

**Note:** In the event that for health security reasons there is a change in teaching from classroom to blended or non-classroom, the following modifications may be carried out:

1. The classes will be adapted to the online format (classes through Google Meet or another platform approved by Unizar).
2. Moodle will be used as the preferred way to exchange material. Scientific articles, case studies, Power Point presentations and other resources will be available on the Moodle platform.
3. The meetings with the teacher will be carried out by email and / or meetings by Google Meet or other tools approved by the University of Zaragoza.

### 4.2. Learning tasks

The course includes the following learning tasks:

- Lectures.
- Analysis of case studies.
- Information search and collaborative works.
- Reading articles or documents related to the course contents.
- Video or tape recordings.
- Participation in class of professionals from several mental health settings.

### 4.3. Syllabus

The syllabus of the course will be introduced the first day of class because it can vary depending on the the visiting health professionals.

The provisional syllabus consists of cases studies that will be approached from different theoretical models of

psychopathology and therapy and within different mental health settings. Some examples of these case studies are:

- emotional disorders
- eating disorders
- substance abuse or adictions
- behavioral adictions
- obsessive-compulsive disorders
- personality disorders
- sexual disorders
- gender-based violence cases
- HIV- cases
- cancer cases

#### **4.4. Course planning and calendar**

Further information concerning the timetable, classroom, assessment dates and other details regarding this course, will be provided on the first day of class or please refer to the Health General Psychology Master's webpage.

The general activities that will be carried out during the course are: 1) presentation of the course; 2) defition of evaluation criteria and practice activities; 3) teaching theoretical and practical contents; 4) continuous evaluation of the student?s progress; 5) delivering practical cases (paper, video or audio) 6) correction and debat of practical cases, and 7) final evaluation.

Key dates to be determinated.

#### **4.5. Bibliography and recommended resources**

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=61868>