

61881 - Assessment, diagnosis and analysis of clinical cases in health care settings

Syllabus Information

Academic year: 2024/25

Subject: 61881 - Assessment, diagnosis and analysis of clinical cases in health care settings

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

Degree: 654 - Master's in General Sanitary Psychology

ECTS: 6.0

Year: 1

Semester: Second semester

Subject type: Compulsory

Module:

1. General information

The objective of this course is for students to be able to plan an evaluation and develop the ability to formulate cases and explanatory hypotheses. It is intended that students know the main evaluation tools and know how to apply them. On the other hand, students are expected to manage the process of analysis of clinical cases in health contexts and know how to design evaluation programs, generate diagnostic hypotheses, make differential diagnoses and design a therapeutic plan. It is also expected that the student will be able to prepare psychological reports. In short, students should learn to detect the variables that trigger and maintain clinical problems, and be able to make decisions about the most appropriate assessment instruments and intervention techniques.

2. Learning results

- The student has a deep understanding of the psychological nature of human behavior, as well as the social and biological factors that can affect it.
- The student has an in-depth knowledge of the biological bases of human behavior.
- The student recognizes the importance of the interrelation of psychological, sociocultural and biological factors in the integrated understanding of human behavior.
- The student is able to differentiate and apply the different assessment models in the field of General Health Psychology.
- The student is able to recognize and apply the different techniques and procedures derived from the different assessment models for addressing behavioral disorders and psychological factors associated with health problems.
- The student is able to demonstrate interpersonal communication skills such as active listening.
- The student is able to recognize the emotions of patients, family members and caregivers, as well as the professional himself/herself, in situations of problem identification, assessment, diagnosis, intervention and psychological follow-up.
- The student is able to analyze and manage verbal and non-verbal communication of the participants in an interaction situation.
- The student is able to communicate, in an empathic way and at the right time, the results of the assessment and diagnostic process and of the intervention approach.
- The student knows how to structure and organize the different psychological reports according to the addressees.
- The student knows how to adequately write psychological reports according to the addressees.
- The student knows how to defend a psychological report in different contexts (evaluation commission, expert, etc.).
- The student knows how to critically read a scientific publication according to the parameters of methodological rigor.
- The student knows how to formulate objectives and working hypotheses of a research.
- The student knows how to collect the necessary information according to the objectives and hypotheses of a research.
- The student knows how to critically evaluate and interpret the information collected according to the objectives and hypotheses of a research.
- The student is capable of proposing solutions and/or improvements in the health field based on the research carried out.
- The student is able to reach conclusions in a critical and argued way according to the objectives and hypotheses stated in a research.
- The student is able to plan a psychological evaluation process of human behavior and psychological factors associated with health problems.
- The student knows how to identify, select and apply the appropriate instruments to carry out a psychological evaluation process.
- The student is able to supervise a psychological evaluation process.
- The student is able to design, develop and, if necessary, supervise and evaluate psychological intervention plans and programs, according to the psychological evaluation and the individual and social variables involved in each case.

- The student knows how to develop and apply an effective psychological intervention program in relation to the designed program.
- The student knows how to evaluate the results of the psychological intervention program.
- The student is able to make a critical analysis of the results of a psychological intervention program and define proposals for improvement.

3. Syllabus

Topic 1. Introduction to the evaluation process in the health care context

Topic 2. Evaluation instruments

Topic 3. Advances in psychological and health assessment: In-depth study of different assessment approaches

Topic 4. Case analysis and its determinants: theoretical models

Topic 5. The functional analysis of behavior, the psychopathogram and case formulation

Topic 6. The psychological report and the debriefing interview

Additionally, clinical cases will be worked transversally throughout the course considering different theoretical approaches in different health contexts.

4. Academic activities

The methodology to be used in the course will be expository and participatory. Theoretical and practical contents will be presented by the teacher and questions, discussions, debates and public expression of opinions will be generated to finally reach individual and group conclusions. A cooperative learning methodology based on the analysis of real practical cases will be used. Problem solving and case studies will also be used, as well as the viewing of audiovisual material and the participation in class of professionals from different fields of clinical and/or health psychology.

5. Assessment system

The student must demonstrate that he/she has achieved the expected learning outcomes through the following evaluation activities:

- Written test (grade from 0 to 10) at the end of the four-month period. The grade will account for 60% of the final grade. The test may contain multiple choice questions, short questions or questions to be developed (to be determined at the beginning of the course). It will also be based on the evaluation of one or more clinical cases based on those that have been worked on in class.
- Continuous work (grade from 0 to 10). The grade will account for 40% of the final grade. The resulting grades may be derived (to be decided by the faculty at the beginning of the course) from the delivery of practice reports, preparation of individual and/or group work, among other activities to be determined by those responsible for the course.

Students must achieve at least half of the maximum possible score in each of the parts in order to be able to add them up.

In any case, students will have the right to a global evaluation on all the contents of the course in which they will be able to opt for the maximum grade (up to 10 points). This evaluation will take place in the official final exam and consists of a written test with multiple choice and/or short answer questions that refer to the theoretical and practical-applied contents of the subject.

6. Sustainable Development Goals

- 3 - Good Health & Well-Being
- 4 - Quality Education
- 5 - Gender Equality