

**COURSE DATA****Data Subject**

<b>Code</b>	34453
<b>Name</b>	Medical psychology
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1204 - Degree in Medicine	Faculty of Medicine and Odontology	2	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1204 - Degree in Medicine	7 - Psychology	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
BALANZA MARTINEZ, VICENTE	260 - Medicine

**SUMMARY**

The content of this subject is referred to:

- The description of the psychological mechanisms that operate in the behaviour and its determinants (biological, psychological and social).
- The description of the main psychical functions and their psychopathology.
- Content applied to health psychology: hospitalization, behaviour of disease and death.
- The relations of stress-disease.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

## OUTCOMES

### 1204 - Degree in Medicine

- Recognise the standards of normal human behaviour and its alterations.
- Understand and recognise the effects of growth, development and aging which affect individuals and their social environment.
- Be able to formulate hypothesis, gather information and evaluate it critically in order to solve problems by following the scientific method.
- 
- Proper organisation and planning of the workload and timing in professional activities.
- Team-working skills and engaging with other people in the same line of work or different.
- Criticism and self-criticism skills.
- Capacity for communicating with professional circles from other domains.
- Acknowledge diversity and multiculturality.
- Consideration of ethics as a fundamental value in the professional practise.
- Working capacity to function in an international context.
- Understands the processes of cognitive, emotional and psychosocial development of childhood and adolescence.
- Knows the biological, psychological and social foundations of personality and behaviour.
- Knows how to perform a complete anamnesis, focused on the patient and orientated to various pathologies, interpreting its meaning.
- Knows how to evaluate modifications in clinical parameters at different ages.

## LEARNING OUTCOMES

Once this subject is finished, the student must be able to:

- Know the psychological mechanisms that operate in the behaviour and its determinants (biological, psychological and cultural).



- Know the main psychological functions.
- Know how to perform a psychopathological exploration and to identify symptoms of serious mental disorder.
- Content application: hospitalization, pain, behaviour of disease and death.
- Contextualize the relations of stress-disease.

## DESCRIPTION OF CONTENTS

### 1. THEORY

1. Introduction to Medical Psychology: teaching guide presentation.
2. Concept of medical psychology. Psychical normality and abnormality. Models of disease.
3. Biological foundations of the human behaviour.
4. Psychodynamic foundations of the behaviour.
5. Cognitive and behavioral foundations of the behaviour.
6. Social and familiar foundations of the behaviour.
7. Evolutionist foundations of the human behaviour.
8. Personality: biological, psychological and social foundations.
9. Personality: motivational, dynamic and cognitive component.
10. Evolutive psychology: the child. Family as protective and risk factor.
11. Evolutive psychology: the teenager.
12. Evolutive psychology: the adult. The old age.
13. Introduction to psychopathology exploration.
14. Evolutive psychology: attention and consciousness. Psychopathology.
15. Psychical functions: the perception. Psychopathology.
16. Psychical functions: memory and learning. Psychopathology (I).
17. Psychical functions: memory and learning. Psychopathology (II).
18. Psychical functions: thinking and language. Psychopathology (I).
19. Psychical functions: thinking and language. Psychopathology (II).
20. Psychical functions: intelligence. Psychopathology.
21. Psychical functions: affectivity. Psychopathology (I).
22. Psychical functions: affectivity. Psychopathology (II).
23. Psychical functions: Sexuality. Psychopathology.
24. Psychical functions: nutrition. Psychopathology.
25. Psychical functions: psychomotricity. Psychopathology.
26. Psychical functions: impulse control. Addictive behaviour.
27. Psychical functions: the pain.
28. Psychical functions: sleeping and waking.
29. Disease behaviour. Psychological aspects of hospitalization.
30. Death: psychological and psychopathological reactions before death. Suicidal behaviour
31. Stress and disease: social support, vital events and coping mechanisms.



## 2. PRACTICES

a) Through the approach and problem solving and analysis of psychopathology in clinical cases that promote maximum student participation, the following topics are addressed in mandatory attendance seminars:

- S1: Impact of the disease on everyday life (I).
- S2: Impact of the disease on everyday life (II).
- S3: Impact of the disease on everyday life (III).
- S4. Evaluation of psychopathology in children.
- S5. Evaluation of psychopathology in adults: personality.
- S6. Evaluation of psychopathology in the elderly: cognition.
- S7. Evaluation of psychopathology in adults: affectivity and anxiety.
- S8. Evaluation of psychopathology in adults: perception.
- S9. Evaluation of psychopathology in adults: thinking.
- S10. Evaluation of psychopathology in adults: grief and suicide.

b) Training in clinical cases of psychopathology. Video (up to 9 hours). This training will be done at the end of the semester during in-person hours, including tutorials.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	33,00	100
Seminars	27,00	100
Development of group work	25,00	0
Study and independent work	45,00	0
Readings supplementary material	10,00	0
Preparation of practical classes and problem	10,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

All the theoretical classes are taught by the same professor in the four groups, to ensure the homogeneity of the contents.

For the Psychopathology syllabus, the flipped classroom methodology will be applied in a flexible way. Flipped classroom consists of three stages: (1) autonomous study of the theory contents by the student before the face-to-face class; (2) during the face-to-face hours, teaching-learning activities other than the master class are developed; (3) subsequent autonomous consolidation of learning.



To that end, the theoretical contents will be available in the virtual classroom before the face-to-face class. The time of the face-to-face class will be used in a flexible way Inverted Classroom, with the possibility of a) Resolving students' doubts and controversial aspects of the theoretical content b) Highlighting the essential aspects of each thematic unit c) In the Psychopathology syllabus, learning will be based on the presentation and discussion of real clinical cases (videos) and clinical vignettes that illustrate the psychopathology of each psychic function.

In the rest of the theory syllabus, the traditional methodology (master class) will be followed.

## EVALUATION

### a. Traditional theoretical evaluation.

This part represents 60% of the final grade. It will be carried out by means of a written test that deals with the contents of the theoretical program and aims to evaluate knowledge acquisition. The contents of the test will be the same for all groups. This exam will consist of 40 multiple choice test questions. Each correct question will be worth 1 point, unanswered questions will be worth 0 points and every 3 questions answered incorrectly will subtract 1 point.

### b. Assessment of practical skills.

This part represents 40% of the final grade. On the same day of the theoretical exam, a practical exam will be held that consists of two parts:

- a) Identification of psychopathological symptoms in a video portraying a clinical case (20% of the grade)
- b) Identification of psychopathology in a short clip of a movie (10% of the grade). A list with three candidate films will be communicated well in advance of the exam and a fragment of one of the films will be screened during the practical exam. Students should provide a brief description of the main mental symptoms that appear in the video and in the film.

The continuous evaluation of practical competences (10% of the grade) is carried out through the evaluation of participation in the following seminars:

\* Seminars 1-3 are assessed by means of a presentation (in PowerPoint) delivered in class (on a voluntary basis) or handed to professors for grading. This part represents a maximum of 0.5 points out of 10 (5% of the final grade). The criteria for scoring this presentation are available in the virtual classroom.

\* The objective of seminar 6 "Assessment of psychopathology in the elderly: cognition" is to sensitize students to detect cognitive impairment in older adults and train them to use a standardized instrument for screening purposes: the Mini Cognitive Examination (MEC). The seminar encompasses training in the use of the MEC, followed by a scoring exercise based on a clinical case. The exercise is delivered to the teacher at the end of the seminar for subsequent evaluation. It is assigned a maximum score of 0.5 points out of 10 (5% of the final grade) and each error made subtracts 0.05 points.





Of utmost importance:

- The theoretical exam (Test) will be passed with the equivalent of 5 points out of 10. Passing the exam test is mandatory to pass the course.
- Should a student fail the test and passes the practical part, the course will be suspended, but the grade of the practical evaluation will be saved for the next call.

Attendance to practical sessions is mandatory. Unjustified non-attendance to more than 20% of the sessions will make it impossible to pass the course.

Students are reminded of the importance of carrying out evaluation surveys on all the teaching staff of the degree subjects.

## REFERENCES

### Basic

- Kaplan-Sadock. Sinopsis de Psiquiatria. Barcelona: Waverly Hispánica. 11ª ed. 2016.
- Vallejo-Ruiloba. Introducción a la Psicopatología y la Psiquiatria. 8ª ed. Barcelona: Elsevier Masson, 2015. <https://www.clinicalkey.com/student/content/toc/3-s2.0-C20130152610>
- Sanjuan J. Tratar la Mente o Tratar el Cerebro. Hacia una integración de la Psicoterapia y los Psicofármacos. Bilbao: Desclee de Brouwer, 2016.
- Además, los textos y material audiovisual específicos que se recomienden para cada unidad teórica.
- Recursos-e Salut: ClinicalKey Student. Elsevier (Scopus, ScienceDirect). [uv-es.libguides.com/RecursosSalut/BibliotecaSalut](http://uv-es.libguides.com/RecursosSalut/BibliotecaSalut)