

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

Code	42877
Name	Perinatal psychology and psychopathology: pregnancy and birth
Cycle	Master's degree
ECTS Credits	12.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2105 - M.U. en Psicolog. y psicopatol. perinatal e infantil 11-V.1	Faculty of Psychology and Speech Therapy	1	First term

Subject-matter

Degree	Subject-matter	Character
2105 - M.U. en Psicolog. y psicopatol. perinatal e infantil 11-V.1	1 - First year compulsory subjects	Obligatory

Coordination

Name	Department
SIMO TEUFEL, SANDRA	300 - Basic Psychology

SUMMARY

Perinatal Psychology and psychopathology: Pregnancy and birth is compulsory and is taught during the 1st Year; 1st semester. It comprises of a total of 12 credits.

The overall aim of the module is to provide students with the multidisciplinary knowledge and skills required to analyze the interdependence (and its possible effects) of the various bio-psycho-social factors on normal progression and illness involved in pregnancy, as of conception until birth.

To do so, this module begins by defining the field of study of perinatal psychopathology from a historical, research and nosologic perspective, and introduces a reflection on the most significant experiential situations early in foetal life and in parenthood. We will reflect on the motivations of men and women who want a child and will analyze situations where pregnancy is influenced by the need for genetic and bioethical counselling. Then, we shall study current knowledge about intrauterine development and foetal-maternal interactions, how the mother's psychic and somatic state affects the foetus and how the process of pregnancy affects the future mother. The latter point



is seen in depth, studying the factors that can cause stress in pregnancy, labour and delivery, and the impact on the mental and physical health of the mother, father and baby. The most up-to-date knowledge about foetal psychology is presented, with a detailed study of assisted reproduction procedures and their psychological effects on women and men, proposing models for prevention and care. Situations are described in which it is considered that a pregnancy is at risk and the possibilities of prevention are explored in somatic and psychic terms. Prenatal diagnosis is also studied, as well as its conditions and the consequences of the process of exploration and monitoring on the emotional life of the parents, especially the pregnant mother, as regards the effects that may arise from altering the early mother-infant interaction.

The classes are accompanied by two seminars, which aim to provide the students with knowledge and practical skills on psychotherapeutic interventions in perinatal and foetal medicine, using a model for intervention based on the triad and the dyad.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

1) The Master is open to students from different disciplines related to the field of health care and education and adheres to equal opportunities between men and women and accessibility for disabled people. Applicants must hold a Spanish or other university degree issued by a higher education institution within the European Higher Education Area, which certifies within the country issuing the degree that they can provide access to masters studies. In general, prior theoretical or practical knowledge is re

OUTCOMES

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- Know the contributions from the various disciplines that add to the theoretical and clinical knowledge about perinatal and child psychopathology in terms of its historical perspective as well as its most recent scientific contributions.
- Be able to analyze the different motivations of parenthood and the individual and social factors that foster positive parenthood.
- Know the impact that may result from the prenatal diagnosis as regards the mothers physical and psychological state and the motherbaby interaction in the prenatal and postnatal periods. Know how to apply the principles of bioethics in genetic counselling and know communication strategies and psycho-social support for individuals and couples who seek advice.
- Know the psycho-neuro-physiological processes of embryonic and foetal development, as well as the physiological changes in the pregnant woman and the different levels of interaction that occur between the foetus and mother.



- Know and identify situations of bio-psycho-social risk during pregnancy, childbirth and postpartum.
- Be able to analyze and evaluate the psychological effects of different methods of assisted reproduction, and to develop strategies for psychological prevention and aid for parents and children.
- Know the psychological prevention strategies in pregnancies at risk, childbirth and postpartum.
- Know the psychological effects arising from the prenatal diagnosis.
- Know how to analyze the meaning of the place the child occupies in the family's history and, from a multicultural perspective, know the place of the child in modern European and Spanish society, according to historical, sociological, medical, psychological and legal studies.
- Know and be able to promote human and technical procedures to be offered in childbirth to foster a better birth experience.
- Know the processes of care to encourage the development of newborns at term and premature babies, which favour the father-mother-baby relationship. Know the theoretical and practical fundamentals of breastfeeding in its physiological and emotional aspects, and the strategies that foster the practice of breastfeeding and feeding newborns and infants.
- Know the theoretical and applied fundamentals of methods that are effective in caring for premature children, and in favouring early attachment between baby and parents, as in the "mother kangaroo method". Know how to adapt these principles to different contexts for the baby.
- Know the contributions from basic research that show the links between neurobiological development and emotions.
- Know the nature of neural plasticity that makes continuous interaction possible between neural systems and functions on the one hand, and the psyche, emotions and experiences on the other. Know the fundamentals of how mirror neurons work as the neurobiological basis for early perception of the intentional and emotional world of others and of epigenetics.
- Enable students to assess processes of development and structuring of the early psyche, linked to the interactivity that begins in the foetal-maternal relationships in intrauterine life.
- Know the technique of psychotherapeutic father-mother-baby intervention and be able to participate, within each profession's own skills area, in coordinating with other professionals in caring for the newborn child and his/her family.
- Through each profession's own skills area, know how to participate in a plan of interdisciplinary and psychotherapeutic intervention in perinatal and foetal medicine in coordination with other childcare and family care professionals.

LEARNING OUTCOMES

Learning outcomes 1: To possess up-to-date knowledge of models of theoretical/clinical research and perinatal psychopathology.



Learning outcomes 2: To assess the motivations of parenthood and make a forecast based on risk or protective factors for individuals, families and society.

Learning outcomes 3: To plan an interview aimed at building confidence and positive parenting to be used in genetic counselling.

Learning outcomes 4: To plan monitoring for the pregnant mother to account for the different stages of embryonic development and the mother-foetus relationship.

Learning outcomes 5: To design a tool for detecting bio-psycho-social risk situations during pregnancy, childbirth and postpartum.

Learning outcomes 6: To plan multidisciplinary care and prevention strategies for parents who have used assisted reproduction methods and for their children in order to avoid negative psychological effects.

Learning outcomes 7: To draw up a coordinated intervention strategy aimed at preventing negative physical and psychological effects in pregnancies at risk.

Learning outcomes 8: To take action using various disciplines and the field of skills from each profession to prevent and tackle the negative emotional effects of prenatal diagnosis on the mother and the father.

Learning outcomes 9: To analyze and assess the significance of the child's place in the family's history and in their socio-cultural context.

Learning outcomes 10: To create a protocol to coordinate human and technical resources that are provided at childbirth to foster a better birth experience.

Learning outcomes 11: To create comprehensive intervention strategies that enable parents to give optimal care for their children in the early stages of life.
To apply specific intervention strategies aimed at encouraging breastfeeding.

Learning outcomes 12: To create basic intervention strategies to comprehensively assist the premature infant and family and foster an early parent-child bond.

Learning outcomes 13: To scientifically defend the confluence of neurobiological structures and early interactive experiences in the development of emotions.

Learning outcomes 14: To scientifically explain neural plasticity and the functioning of mirror neurons as the neurobiological basis of early perception of the intentional and emotional world of others, and epigenetics.

Learning outcomes 15: To design an instrument to observe early mother-infant interactions, aimed at recognizing the functional bases of the structuring of the psyche.

Learning outcomes 16: To know how to apply strategies for analyzing suitable interaction, communication and negotiation, using the field of responsibilities appropriate to each profession, in order to foster emotional well-being arising from the interaction of parents and baby.



Learning outcomes 17: To make prevention and intervention strategies in perinatal and foetal medicine, using the sphere of responsibilities of each profession, coordinated with other professionals in child and family care, that foster the father-mother-baby relationship and their well-being and adaptation.

DESCRIPTION OF CONTENTS

1. PERINATAL PSYCHOLOGY AND PSYCHOPATHOLOGY: GESTATION AND BIRTH.

1M1 PERINATAL PSYCHOLOGY AND PSYCHOPATHOLOGY: GESTATION AND BIRTH

Defining the field of perinatal psychopathology.
Analysis of the motivations in parenthood.
Genetic counselling and bioethics in perinatal psychology.
Intrauterine development. Foetal-maternal interactions. Foetal psychology.
Stress factors during pregnancy, childbirth and postpartum.
Psychological care in assisted reproduction.
Risk pregnancies: psychological manifestations and prevention.
Prenatal diagnosis and its psychological consequences.
Historical perspective of the child's place in the family and in society
Childbirth and humanizing it.
Respectful assistance for the newborn. Breastfeeding stage.
Care for the premature child and his/her family. KMC.
The biology of emotions in the perinatal stage.
Neuronal modulation and plasticity. Mirror neurons. Epigenetics.
Structuring of the early psyche.
Father-mother-baby psychotherapeutic intervention
Psychological interventions in perinatal and fetal medicine

WORKLOAD

ACTIVITY	Hours	% To be attended
Without teaching	0,00	100
TOTAL	0,00	

TEACHING METHODOLOGY

The teaching methodology for the Master's in "Perinatal and Child Psychology and Psychopathology", follows the approaches and teaching focus promoted by the process of European Convergence in Higher Education. In order for students to learn more responsibly and actively, different techniques and teaching methods will be used:



Theoretical/practical class: This involves exposure to the theoretical and practical issue concerned. Through the lecture, the teacher orally explains the content on the subject under consideration in a structured and organized way, sometimes with the use of audiovisual media: theoretical perspectives, methodologies and strategies for intervention. In the in-person sessions, the students will put into practice the knowledge and skills acquired by solving exercises and problems, work on clinical cases, cooperative work, group work, group discussion and reflection, etc. The students' participation will be taken into account.

Seminar: case study: The purpose of the case study seminars is to foster teamwork among students and guide them in practically applying the knowledge acquired during the theoretical and practical sessions in the module. This involves guiding specific tasks to be carried out individually or in groups. It is also useful for achieving the following objectives: developing communication skills, developing intellectual and professional skills, and personal growth. Students' participation will be taken into account. Information on timetables for the case study seminars are in the calendar section of the virtual classroom.

Tutoring is a teaching method that involves meetings between the teacher and one or more students in order to exchange information, analyze, guide and assess a problem or project, to discuss a topic and debate different issues.

Complementary activities: These consist of the students participating in a series of seminars, workshops and other training activities related to the content taught in the Master's course that will help the students to acquire the skills proposed in the Master. The complementary activities are different for each academic year and are carried out by experts on the subject. In each case, the time and place they will be held will be shown, and whether or not they are mandatory, as well as their effect on the evaluation. For more information, see the virtual classroom.

Individual study. The activity may involve searching for specialized documentary information for contrasted and reasoned reflection on a particular topic, applying knowledge in class, etc.

The virtual classroom shall also be used. In this virtual space, the students can find documents, information and news relevant to the module. The lecturers will put all the information here they consider relevant to the subject.

EVALUATION

The master's course is in-person, so it is compulsory to attend a minimum of 80% of the classes in order to be evaluated. The minimum requirements to pass the module are:

- 1) Passing exam, with at least 5 out of 10. The exam is in the form of a test with three alternative answers. The Exam section accounts for 70% of the final mark for the module, provided it is passed.
- 2) Attendance at seminars on case discussion and active participation in the presentation of cases. (At least 80% and with reasoning). Attendance at the seminar will count for 10% of the module's total mark.



3) Attendance and completion of reports corresponding to the complementary activities. The report on the complementary activity is worth 20% of the total mark in the module.

The following are the general evaluation criteria for the different activities:

- class attendance and punctuality
- Implication, active participation, commitment and interest.
- Correctly solving the cases and activities put to them.
- Quality and relevance of the reports on complementary activities handed in. Suitability to the theoretical concepts explained, meticulous preparation, originality, clarity, accuracy, quality and scientific stringency.
- Meeting the delivery deadlines and times for carrying out the activities in class.

REFERENCES

Basic

- La bibliografía básica y complementaria de cada tema será indicada en el aula virtual correspondiente al módulo.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available