



UNIVERSITAT DE VIC
UNIVERSITAT CENTRAL
DE CATALUNYA

STUDENT GUIDE

2019-2020

FACULTY OF EDUCATION, TRANSLATION AND HUMAN SCIENCES

**MASTER'S DEGREE IN
GENERAL HEALTH PSYCHOLOGY**



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CURRICULUM

Subject type

Compulsory (CO)

Optional (OP)

Final Project (FP)

External Academic Practicum (PAE)

Module	Matter	Subject	Credits	Type	Year
Basic Subjects	Scientific and Professional Principles of Health Psychology	Scientific and Professional Principles of Health Psychology	6.0	CO	1st
Specialist Subjects	Basic Skills Training for General Health Psychology	Basic Skills of the General Health Psychologist	6.0	CO	1st
		Assessment and Diagnosis in Health Psychology	6.0	CO	1st
	Intervention in Health Psychology	Diagnosis in Health Psychology. Advanced Models and Techniques	6.0	CO	1st
		Psychotherapy and Advanced Psychological Intervention Techniques I	6.0	CO	1st
		Psychotherapy and Advanced Psychological Intervention Techniques II	6.0	CO	1st
Applied Subjects	Specific Fields in the Application of Health Psychology	Neuropsychological Intervention	3.0	OP	1st
		Systemic Family Intervention	3.0	OP	1st
		Psychotherapeutic Intervention through Information and Communication Technology	3.0	OP	1st
		Psycho-Oncology	3.0	OP	1st
		Care and Intervention in Autism Spectrum Disorders	3.0	OP	1st
		Personality Disorders and Addictive Behaviours	3.0	OP	1st
Practicum	External Placement	Practicum I	12.0	PAE	1st
		Practicum II	18.0	PAE	2nd
Master's Degree Final Project	Master's Degree Final Project	Master's Degree Final Project	12.0	FP	2nd

BASIC SUBJECTS

Scientific and Professional Principles of Health Psychology

Type: Compulsory (CO)

Credits: 6.0

Language of instruction: Catalan

OBJECTIVES

The general objective of this module is for the student to build a concept of comprehensive health that, in accordance with the WHO guidelines, includes the psychological, biological, cultural and social factors that help people and communities improve their well-being, increase their knowledge and influence their attitudes and behaviours. The specific objectives include helping the student to become familiar with the framework of action of the general health psychologist, employing the fundamentals of bioethics applied to health psychology, making decisions about how and when the user should be referred to an appropriate specialist, having information about current regulations in the health field and its quality management systems and standards and develop the necessary skills to start entrepreneurial activities in the field of health psychology. Likewise, the module will promote the development of skills for the creation of companies.

Learning objectives

- To identify the role of the psychologist in the health field.
- To employ the ethical aspects of the profession of the health psychologist.
- To identify and critically analyse the ethical implications of professional practice.
- To define the different current normative sources related to the ethical practice of the profession and the WHO guidelines.
- To describe the areas of application of general health psychology.
- To identify and integrate the different levels of analysis of human behaviour (biological, psychological and socio-historical-cultural).
- To obtain accurate and useful data through anamnesis and clinical examination in different contexts in daily practice.
- To detect the different psychological disorders through psychopathological nosology.
- To interpret and be able to detect the non-specific, specific and prodromal signs in the psychopathological examination.
- To recognise the characteristics of chronic and disabling medical illnesses.
- To recognise and evaluate the different characteristics between digestive, endocrine, cardiocirculatory, osteoarticular diseases and other chronic medical diseases.
- To explain the different processes involved in creating a business plan.
- To outline the systems and standards of quality management of the health activity.
- To describe the organisation of the health system and the different devices that create it, as well as the connections and referral flows between the health, education, legal, protection and social services systems.

LEARNING OUTCOMES

Students can

- integrate the different levels of analysis of human behaviour from its biological, psychological and socio-historical-cultural nature,
- explain the management systems and regulations of the healthcare activity,
- describe the organisation of the health system and the different devices that create it, as well as the connections and referral flows between the health, education, legal, protection and social services systems,
- define and apply the current legislation on data protection,
- integrate and apply the different current normative sources related to the ethical practice of the profession and the WHO guidelines,
- discriminate which research methods and designs are most appropriate to respond to a hypothesis,
- identify and describe the areas of application of general health psychology,
- explain and apply the different processes (legislation and administrative management) involved in the creation of a business plan,
- develop metacognitive processes and critical reflection in relation to personal development and in carrying out different activities of the profession,
- demonstrate respect towards linguistic, social and cultural diversity.
- plan activities related to health promotion appropriately to the objectives and recipients,
- interpret and apply advanced knowledge of theoretical and practical aspects in contexts of scientific and technological research.

CONTENTS

A. PROFESSIONAL FOUNDATIONS

Block 1: General Health Psychology

Topic 1. Definition and fundamentals

Topic 2. Historical approach

Topic 3. Legislation and scientific foundation

Topic 4. Ethics and deontology

Topic 5. Processes involved in creating a business plan

B. SCIENTIFIC FOUNDATIONS

Block 2. Biological, clinical and psychosocial factors associated with chronic medical illnesses

Topic 6. Anatomical and physiological bases of human behaviour

Topic 7. Neuroendocrine integration and human behaviour

Item 8. Effect of stress on the endocrine and immune system.

Topic 9. Psychosomatics: Diseases of the digestive system, cardiovascular, respiratory system, neurological, fibromyalgia

Topic 10. The effect of psychological and emotional disorders in different diseases

Topic 11. Laboratory dissection

Block 3: Applications of psychopathology in general health practice: methodology and diagnosis

Item 12. Frameworks and models in clinical psychology and health psychology. Biopsychosocial model of health and functioning

Item 13. Evidence-based psychology: Therapeutic efficacy of psychological interventions. Meta-analysis

Topic 14. Clinical history: from symptom to treatment. Psychopathological exploration: Concept of psychopathology and nosology

Topic 15. Concept of normality. Psychopathology and translation of the different international classifications. Psychological and psychosocial aspects of health and illness

Topic 16. Practical cases: learning based on resolution of clinical cases

SPECIALIST SUBJECTS

Assessment in Health Psychology. Models and Advanced Techniques

Type: Compulsory (CO)

Credits: 6.0

Language of instruction: Catalan

OBJECTIVES

The objective of this module is to learn in depth the processes and tools to evaluate and diagnose the wide range of mental health problems that can manifest throughout the life cycle, childhood, adolescence, adulthood and old age. Likewise, the biological and psychosocial factors associated with mental health problems are analysed. The study of the clinical characteristics, classification, diagnosis and aetiology of mental disorders is one of the basic objectives of the master's degree in General Health Psychology. This module aims to update the basic knowledge in psychopathology and evaluation that is acquired in the degree.

Learning objectives

- To identify the risk factors in childhood and adolescence and the appropriate action protocols.
- To recognise the clinical characteristics of disorders at different ages to conduct clinical practice with an evolutionary perspective.
- To apply the techniques, procedures and protocols to assess mental problems and disorders in children and adolescents.
- To demonstrate the skills to correctly administer and interpret some child and adolescent psychological assessment instruments.
- To properly formulate diagnostic hypotheses in the field of child and adolescent mental health.
- To identify those cases, in the field of mental health for children and adolescents, that require referral to a specialist or the appropriate assistance device, or that require interdisciplinary action and describe the action procedures to be applied.
- To apply the advances in the knowledge of mental disorders in children and adolescents (definition and classification, causal processes, comorbidity).
- To identify the risk and protection factors in relation to child and adolescent mental health problems according to age and sex.
- To identify, select and critically analyse relevant clinical documentation.
- To integrate assessment information to reach diagnostic impressions/conclusions including differential diagnosis of mental disorders in children and adolescents.
- To guide families so that they can decide on the treatment.
- To write a report, considering the recipients, based on the relevant data obtained.

LEARNING OUTCOMES

Students can

- evaluate and diagnose according to current nosological classification criteria, disorders and behavioural

problems in accordance with the concept of comprehensive health,

- correctly apply the different existing models in the practice of health psychology,
- integrate, interpret and perform the different types of reports in the evaluation and diagnosis process,
- correctly apply the interview techniques and the different psychometric tests,
- formulate a clinical interview to collect the patient's medical history,
- globally evaluate the learning processes carried out in accordance with the plans and objectives set and establish measures for individual and team improvement,
- evaluate professional practices in emerging and global contexts and propose lines of intervention adjusted to the different realities,
- interpret and apply advanced knowledge of theoretical and practical aspects in contexts of scientific and technological research,
- evaluate and select the appropriate scientific theory and the precise methodology to formulate judgments that may include a reflection on social or ethical responsibility linked to the solution proposed in each case,
- transmit in a clear and unambiguous way results from scientific and technological research and explain the most relevant foundations on which they are based.

CONTENTS

Block 1. Models and advanced techniques of evaluation and diagnosis in child and adolescent psychopathology: first and second childhood

Topic 1. Risk factors and protective factors in child development

Topic 2. Classification systems: CD 03, CIE 10, DSM V

Topic 3. Evaluation and diagnosis of the baby

- General characteristics of the neonatal period
- Neonatal behavioural assessment

Topic 4. Evaluation and diagnosis of the 0-2-year-old child

Topic 5. Evaluation and diagnosis of the 3-6-year-old child

Topic 6. Evaluation and diagnosis of psychopathological disorders from 6 to 18 years old: risk behaviours in adolescence, ASD, ID, learning disorders, ADHD, conduct disorders, anxiety disorders and OCD, depression, suicide, self-injurious behaviours, disorders eating behaviour, abuse and trauma, etc.

Block 2. Models and advanced techniques for evaluation and diagnosis in adult psychopathology

Topic 1. Introduction to evaluation and diagnosis

Topic 2. Classification systems (CIE-10, DSM-5)

Topic 3. Evaluation of anxiety, mood, somatoform, adaptive and eating disorders

Topic 4. Personality disorders and severe mental disorders

Topic 5. Substance use disorders and impulse control

Block 3. Models and advanced techniques of evaluation and diagnosis in psychopathology of old age

Topic 1. Chronicity, aging and disability

Topic 2. Psychological evaluation of chronicity, aging and disability

Topic 3. Neurocognitive and behavioural assessment of chronicity, aging and disability

Diagnosis in Health Psychology. Models and Advanced Techniques

Type: Compulsory (CO)

Credits: 6.0

Language of instruction: Catalan

OBJECTIVES

The objective of this module is to learn in depth the processes and tools to evaluate and diagnose the wide range of mental health problems that can manifest throughout the life cycle, childhood, adolescence, adulthood and old age. Likewise, the biological and psychosocial factors associated with mental health problems will be analysed. The study of the clinical characteristics, classification, diagnosis and aetiology of mental disorders is one of the basic objectives of the master's degree in General Health Psychology. This module aims to update the basic knowledge of psychopathology and evaluation that is acquired in the degree.

Learning objectives

- To identify the risk factors in childhood and adolescence and the appropriate action protocols.
- To recognise the clinical characteristics of disorders at different ages to conduct clinical practice with an evolutionary perspective.
- To apply the techniques, procedures and protocols to assess mental problems and disorders in children and adolescents.
- To demonstrate the skills to correctly administer and interpret some child and adolescent psychological assessment instruments.
- To properly formulate diagnostic hypotheses in the field of child and adolescent mental health.
- To identify those cases, in the field of mental health for children and adolescents, that require referral to a specialist or the appropriate assistance device, or that require interdisciplinary action and describe the action procedures to be applied.
- To apply the advances in the knowledge of mental disorders in children and adolescents (definition and classification, causal processes, comorbidity).
- To identify the risk and protection factors in relation to child and adolescent mental health problems according to age and sex.
- To identify, select and critically analyse relevant clinical documentation.
- To integrate assessment information to reach diagnostic impressions/conclusions including differential diagnosis of mental disorders in children and adolescents.
- To guide families so that they can decide on the treatment.
- To write a report, considering the recipients, based on the relevant data obtained.

LEARNING OUTCOMES

Students can

- evaluate and diagnose according to current nosological classification criteria, disorders and behavioural problems in accordance with the concept of comprehensive health,
- correctly apply the different existing models in the practice of health psychology,

- integrate, interpret and perform the different types of reports in the evaluation and diagnosis process,
- correctly apply the interview techniques and the different psychometric tests,
- formulate a clinical interview to collect the patient's medical history,
- correctly apply the different psychometric tests involved in making the diagnosis,
- prepare examination and diagnosis reports in health psychology,
- diagnose according to current nosological classification criteria,
- evaluate and apply advanced knowledge of theoretical and practical aspects in contexts of scientific and technological research,
- transmit in a clear and unambiguous way results from scientific and technological research and explain the most relevant foundations on which they are based.

CONTENTS

Block 1. Models and advanced techniques of evaluation and diagnosis in child and adolescent psychopathology: first and second childhood

Topic 1. Risk factors and protective factors in child development

Topic 2. Classification systems: CD 0-3, CIE 10, DSM V

Topic 3. Evaluation and diagnosis of the baby

- General characteristics of the neonatal period
- Neonatal behavioural assessment

Topic 4. Evaluation and diagnosis of the 0-2-year-old child

Topic 5. Evaluation and diagnosis of the 3-6-year-old child

Topic 6. Evaluation and diagnosis of psychopathological disorders from 6 to 18 years old: risk behaviours in adolescence, ASD, ID, learning disorders, ADHD, conduct disorders, anxiety disorders and OCD, depression, suicide, self-injurious behaviours, eating behaviour disorders, abuse and trauma, etc.

Block 2. Models and advanced techniques for evaluation and diagnosis in adult psychopathology

Topic 1. Introduction to evaluation and diagnosis

Topic 2. Classification systems (CIE-10, DSM-5)

Topic 3. Evaluation of anxiety, mood, somatoform, adaptive and eating disorders

Topic 4. Personality disorders and severe mental disorders

Topic 5. Substance use disorders and impulse control

Block 3. Models and advanced techniques of evaluation and diagnosis in psychopathology of old age

Topic 1. Chronicity, aging and disability

Topic 2. Psychological evaluation of chronicity, aging and disability

Topic 3. Neurocognitive and behavioural assessment of chronicity, aging and disability

Therapeutic Skills for General Health Psychology

Type: Compulsory (CO)

Credits: 6.0

Language of instruction: Catalan

OBJECTIVES

This subject delves into the formation of personal and interpersonal skills linked to communication and the therapeutic relationship. It develops the skills to relate effectively with others, empathy, positive consideration or genuine approach. It encourages self-knowledge, affability, openness to experience and culture.

Its general objectives are

- to acquire the basic professional skills for direct interaction with users, both in dyadic and group situations (communication, conflict resolution, facilitation of trust and cooperation, etc.), as well as with other multidisciplinary professionals (teamwork and group work),
- to acquire the necessary skills to handle interviews in the health field and the skills related to writing psychological reports,
- to develop skills related to the use of information technology and documentation in the professional practice.

LEARNING OUTCOMES

Students can

- analyse, identify and manage personal prejudices that can interfere with professional work and personal and professional abilities in relation to different areas of professional practice,
- recognise and apply the concept of empathy and values its importance in the intervention process,
- correctly apply the concept of consistency and authenticity,
- apply the general guidelines for managing self-disclosures,
- actively listen,
- identify with people from their own frame of reference,
- communicate in the most suitable way for each person, with what is understood, their way of thinking, feeling or acting,
- manage personal emotions that can interfere with the psychological intervention process,
- apply procedures typical of scientific research to the development of training and professional activity,
- appropriately use oral language (verbal and non-verbal) in personal and professional interaction,
- apply and integrate their knowledge to solve problems in new environments, which include multidisciplinary and specialised contexts.

CONTENTS

1. Basic personal characteristics for clinical practice

- 1.1 The person of the therapist
- 1.2 Psychological balance
- 1.3 Self-knowledge
- 1.4 Emotional self-regulation
- 1.5 Ethical attitudes and principles
- 1.6 Communication skills and interpersonal relationship
- 1.7 Technical competence
- 1.8 Clinical supervision needs

2. The therapeutic relationship

- 2.1 Factors that intervene
- 2.2 The therapeutic alliance
- 2.3 Therapeutic adherence
- 2.4 Psychotherapeutic goals
- 2.5 Common factors of psychotherapies
- 2.6 Self-disclosures in psychotherapy

3. Basic skills

- 3.1 Prejudice and customer acceptance
- 3.2 Active listening
- 3.3 Empathy
- 3.4 Emotion management
- 3.5 Congruence with oneself or authenticity
- 3.6 Directivity and non-directivity
- 3.7 Skills of the child, adolescent, adult and elderly psychologist
- 3.8 Emergency situations

4. Managing difficulties during the psychological intervention process

- 4.1 Complaints
- 4.2 Breach of agreements
- 4.3 Reluctance to apply the treatment or a specific technique
- 4.4 Suicidal thoughts
- 4.5 Aggressive behaviour

5. Clinical and social interview

- 5.1 Interview type
- 5.2 Interview stages
- 5.3 Motivational interview
- 5.4 Communication interview of the diagnosis and/or delivery of the report
- 5.5 Treatment planning and/or referral

6. Caring for the caregiver

- 6.1 Therapist's care
- 6.2 Regulation of therapeutic empathy
- 6.3 Burnout prevention

Psychotherapy and Advanced Psychological Intervention Techniques I

Type: Compulsory (CO)

Credits: 6.0

Language of instruction: Catalan

OBJECTIVES

- To evaluate in depth the psychological, biological and social factors associated with mental disorders and disorders, as well as the procedures to evaluate and intervene in them at the individual, group, family and/or community level.
- To identify the main psychopathological models of mental disorders. Integrate the main evaluation instruments and diagnostic processes.
- To recognise and apply advanced empirically based treatments to different disorders and mental disorders.

LEARNING OUTCOMES

Students can

- identify the risk factors and employ the appropriate action protocols for the different risk factors,
- describe the techniques, procedures and protocols based on scientific evidence,
- design psychological intervention programs in a complete and in-depth way, considering individual characteristics and contextual characteristics: the family, school and social environment,
- apply psychological intervention programs correctly based on the evidence and literature review of the subject,
- plan, elaborate and design psychotherapeutic intervention appropriately in mental disorders,
- apply the advances in the psychotherapeutic treatment of mental disorders,
- design preventive psychological interventions correctly in health psychology,
- apply the appropriate psychological interventions in chronic diseases, disability and ageing.
- identify lines of innovation and research applied to the field of study.
- use audio-visual language and its different resources to express and present content linked to specific knowledge of the field.
- define their own learning objectives and design coherent and realistic development processes (individual and collective) with the same objectives and with the time available.
- apply and integrate their knowledge to solve problems in new environments, including multidisciplinary and specialised contexts.
- evaluate and select the appropriate scientific theory and the precise methodology to formulate judgments that may include a reflection on social or ethical responsibility linked to the solution proposed in each case.

CONTENTS

Unit 1. Mental phenomena, behaviour and emotional expression associated with mental illnesses. Taxonomy

of mental disorders. DSM-V and alternative classification models (NIMH).

Unit 2. Advanced intervention models in health psychology throughout the life cycle. Risk factors in psychopathology in the life cycle. Cross-cultural aspects. Disability.

Unit 3. Evidence-based psychological interventions and treatments and their application in clinical practice. National and international clinical practice guidelines.

Unit 4. Psychopharmacology. Basic concepts of psychopharmacology. Generalities of anxiolytics, antidepressants, antipsychotics and mood stabilizers. Secondary and collateral effects.

Unit 5. Anxiety disorders. Panic disorder and agoraphobia. Generalized anxiety disorder. phobic disorders. explanatory models. Epidemiology. Specific evaluation techniques. effective treatments.

Unit 6. Obsessive spectrum disorders. Clinical description. explanatory models. Epidemiology. Vulnerability factors. Specific evaluation techniques. effective treatments.

Unit 7. Addictions and new addictions. Clinical description. Vulnerability factors. Evaluation techniques. Change process. effective treatments.

Unit 8. Mood disorders (I). Depressive disorders and dysthymia. Clinical description. Epidemiology. Vulnerability factors. explanatory models. Evaluation techniques. effective treatments.

Unit 9. Mood disorders (II). Bipolar disorders. Clinical description. Epidemiology. Vulnerability factors. explanatory models. Evaluation techniques. effective treatments.

Unit 10. Psychotic disorders. explanatory models. Clinical description. Vulnerability factors. Epidemiology. Evaluation techniques. effective treatments.

Unit 11. Personality disorders. Clinical descriptions and classification. Epidemiology. explanatory models. Evaluation techniques. effective treatments.

Unit 12. Suicidal behaviour. Clinical aspects of suicidal behaviour. Epidemiology. Risk factors. Effective treatments. Preventive approaches.

Psychotherapy and Advanced Psychological Intervention Techniques II

Type: Compulsory (CO)

Credits: 6.0

Language of instruction: Catalan

OBJECTIVES

The general objective of this module is to identify the risk factors for mental disorders and disorders and learn how to choose and apply treatments based on scientific evidence for each of them. It is also intended to delve into the correct administration of the different psychodiagnostic tests to complement diagnoses and acquire skills that allow the development of prevention programs such as psychological interventions.

Learning objectives

- To evaluate in depth the psychological, biological and social factors associated with mental disorders and disorders, as well as the procedures to evaluate and intervene in them at an individual, group, family and/or community level.
- To recognise the main psychopathological models of mental disorders.
- To integrate the main evaluation instruments and diagnostic processes.

- To identify and apply advanced empirically based treatments to different disorders and mental disorders.

LEARNING OUTCOMES

Students can

- identify the risk factors and know the appropriate action protocols for the different risk factors,
- apply the techniques, procedures and protocols based on scientific evidence,
- design psychological intervention programs in a complete and in-depth way, considering individual characteristics and contextual characteristics: the family, school and social environment,
- apply psychological intervention programs correctly based on evidence and the literature review of the subject,
- plan, elaborate and design psychotherapeutic intervention appropriately in mental disorders,
- apply the advances in the psychotherapeutic treatment of mental disorders,
- design preventive psychological interventions correctly in health psychology,
- identify the appropriate psychological interventions in chronic diseases, disability and ageing,
- identify lines of innovation and research applied to the field of study,
- use audio-visual language and its different resources to express and present content linked to specific knowledge of the field,
- define their own learning objectives and designs coherent and realistic development processes (individual and collective) with the same objectives and with the time available,
- apply and integrate their knowledge to solve problems in new environments that include multidisciplinary and specialized contexts,
- evaluate and select the appropriate scientific theory and the precise methodology to formulate judgments that may include a reflection on social or ethical responsibility linked to the solution proposed in each case.

CONTENTS

Unit 13. Childhood trauma and pathological dissociation. Epidemiology. Neurobiological bases of childhood trauma. Attachment theory. Repercussions of early trauma on the physical and mental health of adults. Historical concept of dissociation. Structural dissociation theory of personality. Dissociation measurement scales: DES, SCID-D

Unit 14. Post-traumatic stress disorders. Psychopathology. Types of TPET. Neurobiology. Clinical cases. Pharmacological treatment and EDMR

Unit 15. Personality disorders. Typologies. Behaviour patterns. Evaluation and diagnosis. Treatments

Unit 16. Borderline personality disorder from the perspective of trauma. Psychopathology. Borderline disorder from the perspective of trauma or attachment disorder. Clinical cases. effective treatments

Unit 17. Conversion disorders and dissociative disorders. Concept and classification of the DSM5. Dissociative identity disorder. Clinical cases. Sequenced treatment

Unit 18. Eating behaviour disorders. Clinical description. Epidemiology. Vulnerability factors. explanatory models. Evaluation techniques. effective treatments

Unit 19. Preventive activities. Prevention levels. Mental health promotion. Risks intrinsic to prevention. Effective prevention programs

APPLIED SUBJECTS

Care and Intervention in Autism Spectrum Disorders

Type: Optional (OP)

Credits: 3.0

Language of instruction: Catalan

OBJECTIVES

The general objective of this module is to delve into the concept and clinical description of autism spectrum disorder (ASD), to study the processes and tools for its diagnosis and to propose the strategies and intervention techniques that currently exist in the public and private network. Likewise, it is intended to develop skills that allow the development of individualized prevention and intervention programs.

Learning objectives

- To update and deepen the concept of ASD and the associated psychological, biological and social factors.
- To define the clinical description and symptomatology of ASD, as well as the main explanatory theories.
- To specify the current diagnostic criteria for ASD and detail the diagnostic process: interdisciplinary work, diagnostic tools and tests, and analysis and interpretation of results. Early warning signs of ASD.
- To outline the main ways of intervention in ASD and review its empirical basis: early intervention, individual, group and family treatments. Type of schooling.
- To propose the main lines of research in TEA.

LEARNING OUTCOMES

Students can

- apply the necessary skills for correct and adequate psychological care in clinical and ethical aspects,
- outline the necessary resources for diagnostic clarity,
- integrate interdisciplinary clinical practice and decide the procedures for action,
- analyse specific interventions from different areas,
- apply updated knowledge about the characteristics and symptoms of ASD,
- identify the risk factors and early warning signs of ASD,
- apply the action protocol in the case of suspected ASD: from detection to diagnosis and intervention,
- design, apply and interpret an ASD diagnostic process: tests, analysis and interdisciplinary work,
- reflect on the importance of the diagnostic return to the family,
- explain the main intervention programs in ASD with the most scientific evidence in the public and private network,
- design individualised psychological and educational intervention programmes: assesses individual, family and social factors,

- globally evaluate the learning processes carried out in accordance with the plans and objectives set and establish measures for individual and team improvement,
- identify lines of innovation and research applied to the field of study,
- recognise and apply advanced knowledge of theoretical and practical aspects in contexts of scientific and technological research,
- evaluate and develop new and innovative work methodologies adapted to the scientific/research or technological field.

CONTENTS

Unit 1. Autism spectrum disorder: Clinical description of the disorder, symptomatology and main explanatory theories

Unit 2. Diagnosis of ASD: Diagnosis process, main tools and tests (ADOS, ADI-R and cognitive tests), return of results. Warning signs and early detection of ASD

Unit 3. Intervention in ASD: Therapeutic interventions: early intervention, individual and group psychotherapy. family interventions

Unit 4. Schooling in TEA: Models of schooling and educational accompaniment

Neuropsychological Intervention

Type: Optional (OP)

Credits: 3.0

Language of instruction: Catalan

OBJECTIVES

The objective of this subject is to know the clinical applications of neuropsychological evaluation in adults and the elderly.

Neuropsychology can be defined as the discipline that studies the relationship between psychological processes (higher cognitive processes, behaviour and emotion) and their brain bases.

Clinical neuropsychology is the discipline that evaluates cognitive deficits, as well as behavioural and emotional changes, and the relationship between them. These deficits and changes may be associated with:

- neurological diseases that affect the brain (dementia, multiple sclerosis, epilepsy),
- supervening brain damage (stroke, head trauma, infections, brain tumours),
- psychiatric disorders,
- brain dysfunction secondary to other causes (drug addiction, HIV infection...).

Within a biopsychosocial approach, we will highlight the importance of the person's social context in the manifestation of neuropsychological deficits, as well as in their evaluation.

LEARNING OUTCOMES

Students can

- summarise the necessary resources for diagnostic clarity,
- apply current neuropsychological models and theories in neuropsychological assessment,
- integrate interdisciplinary clinical practice and decide the procedures for action,
- analyse specific interventions from different areas,
- define the main instruments of neuropsychological assessment, prepare reports and apply rehabilitation techniques,
- plan the neuropsychological evaluation based on the objectives of the evaluation and the characteristics of the person,
- analyse and interpret the results of the neuropsychological evaluation,.
- identify lines of innovation and research applied to the field of study,
- recognise and apply advanced knowledge of theoretical and practical aspects in contexts of scientific and technological research,
- evaluate and develop new and innovative work methodologies adapted to the scientific/research or technological field.

CONTENTS

1. Introduction to clinical neuropsychology.
 - Definition of Neuropsychology
 - Methods and instruments of clinical neuropsychology
2. Neuropsychological evaluation
 - Theoretical bases and principles of neuropsychological evaluation
 - Neuropsychological evaluation tests
 - Importance of socio-family and cultural aspects
 - Evaluation focused on neuropsychological intervention

Psychotherapeutic Intervention through Information and Communication Technology

Type: Optional (OP)

Credits: 3.0

Language of instruction: Catalan

OBJECTIVES

ICTs have drastically changed the daily lives of the vast majority of people. Technologies and applications that until a few years ago had yet to make their appearance (for example: smartphones, wearables, Web 2.0 tools and social media, etc.) have been integrated into the user's daily life. The field of general health psychology is no stranger to these new trends and, for several years, technology has begun to be used to improve the effectiveness and efficiency of current psychological intervention programs. These are tools and resources that are increasingly affordable, easy to use and that, without a doubt, open a wide range of new possibilities for the health psychologist. Today, and in the context of a highly technological society, it is necessary for the mental health professional to become familiar with the possibilities, advantages, challenges and limitations that ICTs offer in the area of health intervention. It should be noted that we are facing an area of knowledge that is beginning to be considered as a fundamental part of the training of the health psychologist, as well as their basic skills and competencies. Precisely this subject has as its fundamental objective to make known, from a practical point of view, the uses and clinical applications of ICT for prevention, evaluation and psychological treatment. Throughout the course, the main resources, methodologies and protocols that allow the student to use ICT in their professional practice in an appropriate way and with high clinical efficiency are reviewed.

Learning objectives

- To demonstrate a basic knowledge of the main information and communication technologies (ICT) and their application in the field of health psychology.
- To develop the necessary skills to successfully use ICT in the field of prevention, diagnosis and health intervention.
- To identify the uses, benefits, challenges and limitations of ICT for professional practice.
- To analyse, design, develop and evaluate technological applications in the area of health psychology.

LEARNING OUTCOMES

Students can

- integrate interdisciplinary clinical practice and decide the procedures for action,
- recognise the uses, possibilities and limitations offered by ICT in the field of health psychology,
- analyse specific interventions from different areas,
- adequately manage the intervention programs for the different pathologies from the new technologies,
- apply the most emerging technologies to their daily clinical practice,
- integrate their knowledge of current social and health problems to the development of new technological solutions,
- identify, analyse and select technological applications to increase the effectiveness of current intervention programs and improve the quality of life of patients,
- design and develop their own applications and technology projects,
- recognise and correctly apply the concepts of confidentiality and security when using ICT in therapeutic contexts,
- apply ICT to plan and develop new programs for prevention, diagnosis and/or psychological treatment,
- use ICT within the framework of cognitive behavioural therapy (CBT) and evidence-based therapy,
- identify lines of innovation and research applied to the field of study, applying procedures typical of scientific research to the development of their professional activity,
- evaluate and develop new and innovative work methodologies adapted to the scientific/research or technological field.

CONTENTS

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1. Introduction to the use of ICT in general health psychology
 - 1.1. The rise of e-therapy
 - 1.2. Taxonomy of technologies at the service of the health psychologist
 - 1.3. Advantages, challenges and limitations in the use of ICT in the framework of health intervention
 - 1.4. Legal, social and ethical aspects
 2. Online therapy
 - 2.1. Online psychotherapeutic intervention
 - 2.2. Secure video conferencing and email systems
 - 2.3. Computerised evaluation and treatment protocols
 - 2.4. Use of web 2.0 and social networks for prevention, evaluation and psychological treatment
 3. The use of smartphones, wearables and gadgets
 - 3.1. The prescription of Apps and the use of electronic diaries
 - 3.2. Cognitive, physiological and motor monitoring in natural environments
 - 3.3. Review and analysis of Apps for prevention, evaluation and psychological treatment
 - 3.4. future trends
 4. Virtual reality (VR) and augmented reality (AR) in psychotherapeutic intervention
 - 4.1. Components of a standard VR and AR kit
 - 4.2. Using VR and AR for psychological assessment and diagnosis
 - 4.3. High intensity treatments based on the use of VR and AR
 - 4.4. VR and AR in the children's clinic
 - 4.5. Design and development of a technological application

Psycho-Oncology

Type: Optional (OP)

Credits: 3.0

Language of instruction: Catalan

OBJECTIVES

The general objective of this module is to develop knowledge and clinical skills that optimise the quality of life of cancer patients and their families.

In recent years, the need to provide psychological care to cancer patients and their families at different times of the disease has become clear: during the diagnostic process, treatment, survival, relapse, end-of-life phase and bereavement, both in hospital services, palliative care units, as well as foundations and associations. This means that the demand for professionally trained psychologists is increasing so that they can work on the different devices.

Learning objectives

- To acquire the theoretical bases on cancer and the problems it causes in the patient and the family.
- To train in the skills and techniques necessary for the psychological treatment of cancer patients and their families.
- To acquire the resources to prevent and treat the emotional problems suffered by health personnel specialized in patient care.

LEARNING OUTCOMES

Students can

- apply the necessary skills for correct and adequate psychological care in clinical and ethical aspects,
- integrate interdisciplinary clinical practice and decide the procedures for action,
- analyse specific interventions from different areas,
- sympathise with suffering and mourning to manage the appropriate responses,
- develop the ethical/human aspects in interventions in cancer patients,
- recognise the appropriate psychological interventions in oncological disease,
- apply the techniques, procedures and protocols based on scientific evidence,
- design psychological intervention programs in a complete and in-depth way, considering individual characteristics and contextual characteristics: the family and social environment,
- design preventive psychological interventions in oncological disease,
- identify lines of innovation and research applied to the field of study,
- recognise and apply advanced knowledge of theoretical and practical aspects in contexts of scientific and technological research.

CONTENTS

1. Cancer basics
 - 1.1. Epidemiology
 - 1.2. Risk factors
 - 1.3. Screening programmes
 - 1.4. Diagnostic process
 - 1.5. Oncological treatments
 - 1.6. Oncology genetic counselling
 - 1.7. Palliative care
2. Evolutionary stages of oncological disease
 - 2.1. Diagnosis
 - 2.2. Treatment
 - 2.3. Aftercare
 - 2.4. Recurrence
 - 2.5. Terminal situation
 - 2.6. Psychological aspects associated with different tumour locations
3. Psychological and psychiatric alterations in cancer patients

- 3.1. Adjustment disorders
- 3.2. Depression and suicide
- 3.3. Anxiety disorders
- 3.4. Posttraumatic stress
- 3.5. Organic disorders
4. Psychological evaluation of cancer patients and their relatives
5. Psychological intervention in cancer
 - 5.1. Individual intervention
 - 5.2. Partner intervention
 - 5.3. Family intervention
 - 5.4. Group intervention
6. Psychological aspects of terminal illness
7. The treatment of grief: psychological counselling and therapy
8. Prevention of burnout in health professionals

PRACTICUM

Practicum I

Type: External Academic Practicum (PAE)

Credits: 12.0

Language of instruction: Catalan

OBJECTIVES

Description

Internships are a key element in professional training since they allow students direct contact with reality and seeing applied knowledge and content worked on in the master's degree. In addition, they facilitate the development of the different expected competences, in an integral and globalised way.

The practices are an active discipline in which the student must develop scientific ways of thinking, in an analytical and synthetic, applied and creative way, to facilitate the continued scientific and technological progress of the health psychologist profession.

Students must develop training activities in professional contexts of psychological health intervention, such as knowing the techniques and procedures for dealing with mental problems and disorders, having transversal skills such as critical and innovative capacity, interacting in global contexts, and show multidisciplinary work skills within the exercise of commitment and responsibility. Also recognise the cases and situations that are within the competence of the general health psychologist and know how to refer cases and situations that exceed their training or scope of professional competence to other professionals.

Attending to these general purposes, the practices are organized in two stays in the health centres (*Practicum I* and *Practicum II*), with differentiated objectives, but at the same time complementary and consecutive.

The Practicum module has a total of 30 ECTS, which is taken in two semesters.

Practicum I takes place during the second semester of the first year with 12 ECTS, and *Practicum II* takes place in the first semester of the second year with 18 ECTS. In this way, students carry out their external internships in a period of one year (from February to December). The teaching plan of the Practicum module is fundamentally based on carrying out compulsory external practical activities that the student will carry out in health centres that comply with current regulations.

Professionalising external internships involve a face-to-face activity in health centres with a total of 650 hours. The rest, up to 750 hours (30 ECTS) correspond to training activities of autonomous work, preparation of the internship report, follow-up and shared reflection at the university or through virtual channels.

Specific objectives

- To detect, evaluate and diagnose needs and situations that require the intervention of the general health psychologist.
- To identify behaviours, problems, needs and carry out a psychological intervention.
- To identify and put into practice the useful resources that allow psychological intervention to be carried out.
- To prepare oral and written psychological reports.
- To manage relationships between the different agents involved.
- To develop cooperation skills with other professionals.

- To outline the management aspects of the profession.
- To act in accordance with the ethical principles of the exercise of the profession and current regulations.
- To observe and know the fundamental elements of the organisation of the health centre, the projects of the centre that give it identity and the fundamental tasks that it develops.
- To identify the basic features of the centre's healthcare practice model, the services that support it, and the surrounding services.
- To identify and participate in the daily operation of the centre and in the actions that correspond to health psychologists.

LEARNING OUTCOMES

Students can

- apply the concepts of comprehensive health interventions, in accordance with the WHO guidelines and considering the ethical aspects of professional practice,
- solve problems of general health psychology in the context of practices and propose referral processes as appropriate,
- correctly develop evaluation and diagnosis processes, as well as the proper use of information gathering instruments and technique,
- correctly use the different sources of information and the different technological resources of the professional field in which the internship is carried out, respecting aspects of confidentiality,
- participate in the writing and communication of psychological reports showing an understanding of the depth and complexity of human behaviour,
- self-assess and propose improvements in their professional performance,
- plan and carry out psychological intervention processes adapted to the disorders and specific cases of the unit or practice centre and to aspects related to health promotion,
- work as a team, fulfilling the obligations of their role and communicate effectively with other members and other professionals,
- act correctly within the organisation or centre in which the internship is being carried out and know its functional and organisational aspects.
- transmit in a clear and unambiguous way results from scientific and technological research and the most relevant foundations on which they are based.
- show sufficient autonomy to participate in research projects and scientific or technological collaborations with a high knowledge transfer component.

CONTENTS

Practices in the health centre. Its content will be agreed upon based on a work plan signed by three parties: the health centre, the university and the student themselves.

The work plan is a written document that lists the objectives and expected learning outcomes, along with the activities to achieve. The tasks to be carried out will include the observation and/or supervised performance of actions such as: initial contact with the patient, initial interview, return of information, use of the appropriate evaluation and diagnosis instruments, application of specific therapeutic techniques, follow-up of treatment, participation in clinical sessions or communication with other professionals involved or applications of group programs.

Regarding specific psychological intervention programs, students will be encouraged to follow some of the following topics in accordance with their practice centres: affective disorders, anxiety and phobias, addictions, couples therapy, eating behaviour, care for people's disorders, care for behavioural disorders in children and

adolescents, psychological care for patients with chronic pathologies, as well as prevention programs and the promotion of healthy habits.

Practicum II

Type: External Academic Practicum (PAE)

Credits: 18.0

Language of instruction: Catalan

OBJECTIVES

Internships are a key element in professional training since they allow students direct contact with reality and see applied knowledge and content worked on in the master's degree. In addition, they facilitate the development of the different expected competences, in an integral and globalised way.

The practices are an active discipline in which students must develop scientific ways of thinking, in an analytical and synthetic, applied and creative way, to facilitate the continued scientific and technological progress of the health psychologist profession.

Students must develop training activities in professional contexts of psychological health intervention, such as knowing the techniques and procedures for dealing with mental problems and disorders, having transversal skills such as critical and innovative capacity, interacting in global contexts, and show multidisciplinary work skills within the exercise of commitment and responsibility. Also recognise the cases and situations that are within the competence of the general health psychologist and know how to refer cases and situations that exceed their training or scope of professional competence to other professionals.

Attending to these general purposes, the practices are organised in two stays in the health centres (*Practicum I* and *Practicum II*), with differentiated objectives, but at the same time complementary and consecutive.

The Practicum module has a total of 30 ECTS, which is taken in two semesters. *Practicum I* takes place during the second semester of the first year with 12 ECTS, and *Practicum II* takes place in the first semester of the second year with 18 ECTS. In this way, students carry out their external internships in a period of one year (from February to December). The teaching plan of the Practicum module is fundamentally based on carrying out compulsory external practical activities that the student will carry out in health centres that comply with current regulations.

Professionalising external internships involve a face-to-face activity in health centres with a total of 650 hours, and the rest, up to 750 hours (30 ECTS) correspond to training activities of autonomous work, preparation of the internship report, follow-up and shared reflection at the university or through virtual channels.

Specific objectives

- To detect, evaluate and diagnose needs and situations that require the intervention of the general health psychologist.
- To identify behaviours, problems, needs and carry out a psychological intervention.
- To identify and put into practice the useful resources that allow psychological intervention to be carried out.
- To prepare oral and written psychological reports.
- To manage relationships between the different agents involved.
- To develop cooperation skills with other professionals.

- To outline the management aspects of the profession.
- To act in accordance with the ethical principles of the exercise of the profession and current regulations.
- To observe and know the fundamental elements of the organisation of the health centre, the projects of the centre that give it identity and the fundamental tasks that it develops.
- To identify the basic features of the centre's healthcare practice model, the services that support it, and the surrounding services.
- To know and participate in the daily operation of the centre and in the actions that correspond to health psychologists.

LEARNING OUTCOMES

Students can

- apply the concepts of comprehensive health interventions, in accordance with the WHO guidelines and considering the ethical aspects of professional practice,
- solve problems of general health psychology in the context of practices and propose referral processes as appropriate,
- correctly develop evaluation and diagnosis processes, as well as the proper use of information gathering instruments and techniques,
- correctly use the different sources of information and the different technological resources of the professional field in which the internship is carried out, respecting aspects of confidentiality,
- participate in the writing and communication of psychological reports showing an understanding of the depth and complexity of human behaviour,
- self-assess and propose improvements in their professional performance,
- plan and carry out psychological intervention processes adapted to the disorders and specific cases of the unit or practice centre and to aspects related to health promotion,
- work as a team, fulfilling the obligations of their role and communicate effectively with other members and other professionals.
- act correctly within the organisation or centre in which the internship is being carried out and know its functional and organisational aspects,
- transmit in a clear and unambiguous way results from scientific and technological research and the most relevant foundations on which they are based.
- Show sufficient autonomy to participate in research projects and scientific or technological collaborations with a high knowledge transfer component.

CONTENTS

External practices in a health centre. The tasks will be agreed based on a work plan signed by three parties: the tutor from the health centre, the tutor from UVic and the student themselves.

The work plan is a written document that lists the objectives and expected learning outcomes, along with the activities to achieve them. The tasks to be carried out include the observation and/or supervised performance of actions such as: initial contact with the patient, initial interview, return of information, use of the appropriate evaluation and diagnosis instruments, application of specific therapeutic techniques, follow-up of treatment, participation in clinical sessions or communication with other professionals involved or applications of group programs.

Regarding specific psychological intervention programs, students are encouraged to follow some of the following topics in accordance with their practice centres: affective disorders, anxiety and phobias, addictions, couples therapy, eating behaviour, care for people's disorders, care for behavioural disorders in children and

adolescents, psychological care for patients with chronic pathologies, as well as prevention programs and the promotion of healthy habits.

MASTER'S DEGREE FINAL PROJECT

Master's Degree Final Project

Type: Final Project (FP)

Credits: 12.0

Language of instruction: Catalan

OBJECTIVES

The Master's Degree Final Project is an autonomous and individual work of 12 ECTS credits that takes place during the second year of the master's degree, in the third semester. It is an exercise that involves students applying the knowledge, skills and competences acquired throughout the master's degree. The objectives of this assignment are to design, develop, apply and evaluate psychological intervention plans and programs through the scientific method. There are various modalities of TFM, but in all of them it is recommended that students start this work on time in order to ensure that the TFM can be carried out in the time available and can be defended according to the planned schedule. The required dedication is distributed among the following activities: choosing a topic, preparing the project, carrying out the work, obtaining results, writing the final report, and public defence of the work. This process supposes a total of 300 hours of work.

LEARNING OUTCOMES

Students can

- apply procedures typical of scientific research and innovation to the development of training and professional activity,
- appropriately use oral language (verbal and non-verbal) in personal and professional interaction,
- clearly and unambiguously transmit results from scientific and technological research in the field of its specialty to a specialised audience,
- express themselves adequately orally and in writing, adjusting the register to different interlocutors of a technical or non-technical nature, also through the preparation of clinical reports,
- interrelate contents of a health nature in general and also specific, for the resolution and argumentation of healthcare situations,
- predict and control the evolution of complex situations through the development of new and innovative work methodologies adapted to the scientific/research, technological or professional field of health psychology,
- perform correctly in the general use of ICT and especially in the technological environments of the professional field,
- design and/or apply an intervention or research program in the field of general health psychology in a real context in such a way that its effectiveness can be empirically evaluated.

CONTENTS

TFM elaboration according to the different typologies. Individual work.

The TFM can be carried out through different formats according to the needs, interests and possibilities of each student and their tutors.

The Master's Degree Final Project must conform to the following types of content, always within the field of health psychology.

1. Empirical work of psychological intervention
2. Analysis and monitoring of clinical cases
3. Design of a psychological intervention program
4. Empirical or theoretical review work
5. Preparation of action protocols or therapeutic guidelines
6. Design of instruments or protocols for evaluation and/or psychological diagnosis