

CENTER FOR INTERNATIONAL PROGRAMS

Course name: HEALTH AND PSYCHOLOGY

Course code: PSY 2200

Prerequisite: Must be a Health Sciences student

Total contact hours: 48 hours

Course Description

The bio psychosocial model (abbreviated "BPS") is a model or approach that focuses on the biological, psychological, and social factors of the mental disorders to better understand mental health. This course will use this model to analyze different mental disorders, symptoms and treatment. Participants will discuss the impact of social factors in the development of different mental disorders, know the theory behind the disorders and apply the information to class presentations and case studies. The course has a holistic view and, a multisystem, multilevel, and multivariate orientation, for the benefit of the student's future patients.

Attendance

Students are allowed 2 nonconsecutive absences in a week (justified or not). Course will be failed otherwise.

3 late arrivals (15 minutes later) equal an absence.

An absence to deliver homework, give a class presentation or do a test represents a 0

Code of conduct

Professors have the right to expel a student from the classroom should he / she:

- 1) Is disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Is under the influence of alcohol or even smell like alcohol.
- 4) Is under the influence of any illegal drug.
- 5) Shows hygiene problems that may disturb other students.

Electronic devices

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Please turn all devices OFF and put them away when class begins. Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. If situation happens again, 10 points will be deducted from your participation grade.

This is a theoretical-practical course and it seeks to clarify the following question:

What are the biological, psychological, and social factors of the mental disorders that need to be analyzed, in order to better understand mental health and apply the BPS?

In order to respond this question, we will study the following generative topics:

- Psychology Schools
- The BPS model
- Neurotransmitters
- Psychosexual Human Development (Freud)
- Psychosocial Human Development (Erikson)
- Defense Mechanisms
- Immunity, Stress and Diseases
- Mental Disorders
- Anxiety and Depression.
- On Grief and Grieving & Euthanasia
- Conversion Disorders/Phobias/OCD
- Domestic Violence/Cycle of Violence.
- Types of Families (Baumrind's)
- Sexual Abuse
- Addiction to Internet
- Feeding Disorders & Eating Disorders
- The World of Elders
- Child Labor
- Bully and Ethics
- Teens's Issues

Along the course, the following skills will be fostered:

- Ability to identify biological, psychological and social aspects of specific mental disorders.
- Ability to assess possible diagnosis for mental disorders.
- Ability to identify specific mental disorder cases and research on possible causes, symptoms and treatment
- Ability to participate and collaborate actively in interdisciplinary medical groups, to assess different patients with mental disorders.

Some of the values and attitudes fostered among students are the following:

- Teamwork and leadership
- Systemic thinking
- Logical and communicative intelligence
- Problem solving
- Learning how to learn
- Empathic and reliable negotiation

Competencies, criteria and evidence

At Veritas University, competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

Competencies	Key competences	Evidence of learning
Discipline Integrates biological, psychological and social factors (BPS Model) to explore how they play a significant role in the context of mental disorders, considering the requirements for the analysis of medical comparative data.	Analyzes social context of different mental disorders in the application of the BPS model and other comparative data.	Individual presentation and summary. Individual career assessment Final project presentation
	Applies problem solving and analytical skills to critical revision of mental disorder cases, considering the main differences and similarities between Costa Ricans and USAs approaches to the subject at hand.	Individual presentation and summary Case study presentation and mind map
	Analyzes the methods, indicators and outcomes, used for local agencies to deal with domestic violence and treatment of elders in the country.	Visits Visit oral report

Core/Generic		
Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	Learning to learn	Individual presentation and summary Case study presentation and mind map Final clip presentation
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques	Relates well to others Manage and solve conflicts Negotiates reliably and empathetically Speaks responsibly Listens attentively	Individual presentation and summary Final clip presentation
Builds the necessary knowledge, skills and attitudes to learn how to	Communicates thoughts of the discipline orally, graphically, and in written	Visit Oral Reports Individual presentation and summary

communicate orally and in written form in the different disciplines that make up the curriculum	form.	Final clip presentation
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.	Relates well to others Manages and solve conflicts Speaks responsibly Listens attentively	Visit Oral Reports

Course Content

Topic 1. Different Approaches to Psychotherapy

Psychology Schools
BPS Model
Neurotransmitters

Topic 2. Psychoanalysis and Psychodynamic Therapies

Psychosexual Human Development (Freud)
Psychosocial Development (Erikson)
Defense Mechanisms

Topic 3. Psychopathologies

Immunity, Stress and Diseases
Mental Disorders
Anxiety and Depression.
On Grief and Grieving & Euthanasia
Conversion Disorders/Phobias/OCD

Topic 4. Social Psychology

Domestic Violence/Cycle of Violence.
Types of Families (Baumrind's)
Sexual Abuse
Addiction to Internet
Feeding Disorders & Eating Disorders
The World of Elders
Child Labor
Bully and Ethics
Teen's issues

Classes are of an interactive nature, stimulating the collective construction of knowledge; so, the students are able to recognize, by their own means, the context in which they are and how they can use it to understand the topics of the course for use in their future careers.

Methodology

The methodology is planned as experiential learning using Paolo Freire's Along the course the expository method is used both by the professor and by students, individually and in groups, always promoting the participation of the students through their direct intervention in discussions, extension of concepts and analysis of the topics exposed. Since research is a pillar of the subject, the subjects to be discussed and exhibited in class and in the different assignments, are firstly

investigated at a bibliographic level by the students, as a prerequisite to present group and individual work products.

The role of the professor is to mediate, facilitate and guide the teaching and learning process, allowing students to build a self-regulated learning, based on their previous and significant knowledge; the student is active, the teaching-learning process is collective and socialized. It also fosters social integration, the development of group work skills, community feeling and respect, without neglecting individualization.

Learning strategies

The following learning strategies will be developed:

1. Individual presentation and summary

Students have a topic of their interest, and present it to the class, using the given presentation criteria. This activity are meant to develop specific skills and abilities in the student, such as research skills, self-confidence, time management, creativity, map and graph analysis, participatory activity design, and presentation of video clips on the subject.

Resources for presentations are power points, prezi, or another useful presentation tool. Students use extra class time to research and prepare the presentation. Presenting time plus questions and discussion, will be 45-60 minutes maximum, depending on the amount of students enrolled.

2. Visits

Visits allow students to analyze two social local institutions working with children/youth at risk and elders. Through these visits, students apply, analyze and internalize the concepts learned in class, while having a direct experience with the social challenges present in the country, learning from them in an active way. This process promotes a critical thinking and put into practice the capacity to make decisions during the process of learning to learn. Visits are assessed as oral reports, in which the Experiential Cycle is applied, discussing the results and comparing and contrasting gained knowledge, with own country social systems.

3. Case Study Presentation

Case studies promote the learning of three main aspects: gaining knowledge, reflection and application. Knowledge acquisition allows students to develop strategies and techniques to learn by learning. As a result, students become aware of the importance of assessing content for future career practice. Students will research a case from medical comparative data on chosen topic and present it to class in 20 minutes using a case study mind/conceptual map. Two questions will be developed for peers, to open a discussion on the topic at hand.

4. Final project presentation

Students find a 10 minute clip of a movie related to Individual Presentation topic and present it to the group. Professor questions will focus on relevance of clip with topic and, theoretical content of summary developed for the Individual Presentation. This is an opportunity for students to use all type of digital resources such as movie analysis, Facebook, Skype for interviewing people willing to share stories of life in the context of mental disorders. Presenting time plus questions and discussion will be 20 minutes maximum, depending on the amount of students enrolled. A specific rubric is

provided for each assignment, for the students to know in advance the qualification criteria.

Educational resources

In order to guarantee good development of the course, and learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other 12 school equipment for weekly sessions, and readings provided by the educator.

All of these tools complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom. A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection is available.

Learning evaluation

Evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the student's performance. The rubrics include the core and discipline key competences.

Course Evaluation Table

RUBRIC	POINTS
1. Individual presentation and summary	25 pts.
2. Visits (design and application) and Presentation of findings/ results. (7.5% each).	15 pts.
3. Case Study	20 pts.
4. Final clip presentation	20 pts.
6. Class participation.	20 pts.
TOTAL	100 pts.
Professor Comments:	

Individual presentation and summary rubric

Design an individual presentation and write a summary using university library resources and notes from class to communicate theory, symptoms, treatment, and latest research on a chosen mental disorder. This is a critical academic piece that permits the student to express opinions, interpret psychological data and events and evaluate a selection of audio visual tools to better graphically present. Capacity is demonstrated by researching a theme, presenting it and discussing the central issues. Critical thinking is encouraged with a clear organization of argument, perspectives, positions and the development of the student's understanding.

Individual presentation and summary rubric	
NAME	DATE
INDICATOR	POINTS
Topic is presented using a power point. Order: index, definition of main topic, and a personal final conclusion.	10 pts.
PowerPoint (45-60 minutes) has a minimum of 10-20 slides. Text is presented using the 7/7 format (seven bullets, seven words).	10 pts.
7 pictures are chosen to illustrate the topic. Student does not rely on notes.	10 pts.
A map or graph with statistics is presented. Student is able to explain it.	10 pts.
One 2/3 minute video or movie clip on the topic is presented after slide 7.	10 pts.
One slide with recent investigations on the topic, mentioning source of information.	10 pts.
A participatory learning activity, involving peers actively to practice, and reflect on their own learning is presented. Instructions and objectives are clearly explained.	10 pts.
Three relevant questions for peers, structured in a way that can open a class discussion.	10 pts.
Answers to questions from professor and from peers are clear.	10 pts.
<ul style="list-style-type: none"> • A two page summary is submitted to peers and professor. It follows given document "Guidelines to write a Summary". • Grammar and spelling are correct, • APA format bibliography is included in the summary. SUMMARY FORMAT <ul style="list-style-type: none"> • Type of letter: Arial • Size letter: 11 • Space 1 ½ • Name of student • Date • Topic • Introduction • Personal Conclusion 	10 pts.
TOTAL Professor comments and signature:	100 pts.

Case study rubric

The case study method promotes the learning of three basic aspects: the management of knowledge, reflective practice and design of solutions. One case study will be explored and evaluated. The case will be summarized according to the case patient, psychological profile, events, issues, dates and outcomes (and according to answering the following pattern for case study analysis: who was involved, where, when, what happened, how and why?). The major issues will be highlighted and illustrated with clear examples from the case studies or similar cases. Major indicators and psychological data will be extracted and discussed for its relevance and meaning. A mind map will illustrate the case.

Case study rubric	
Name:	Date:
INDICATOR	POINTS
Presents the case study in 20 minutes in a concise and clear manner. Does not rely on notes.	20 pts.
Includes profile of the researched individual/group, who, where, when, issue.	30 pts.
Includes an APA reference of case.	10 pts.
Request from peers a clear and justified solution to the issue of the case study through 3 questions.	30 pts.
Indicates future application of solution in own professional career.	10 pts.
TOTAL Professor Comments and Signature:	100 pts.

VISIT RUBRIC Students will execute 2 visits. They are expected to plan the interview and objectives prior to the visit, work in pairs or small groups to fulfill the activity objectives and interest of the group members. An oral report on the major findings and observation gained from the visit is also expected.

Visit Rubric	
Name	Date
INDICATOR	POINTS
Ask two questions to agency.	30 pts.
Arrives on time and respects dress code.	20 pts.

Listens respectfully and carefully to the institution representative.	20 pts.
Follows the circle of experience, reports via canvas in writing; the experience: emotions, generalizations and application of acquired knowledge in future career	30 pts.
TOTAL	100 pts.
Professor Comments and Signature:	

Final clip presentation rubric

Video clips have become an important part of higher education. Integrated as part of traditional courses, serve as a cornerstone of many courses, and are often one of the main information delivery mechanisms. Technology can enhance learning and a video clip, specifically, can be a highly effective educational tool. In order for a video clip to serve as a productive part of a learning experience, however, it is important for the student to pick the visual aid that can better complement topic during the presentation. One 10 minute video clip on a mental disorder will be presented to class. Student explains the relevance of the clip to the topic and, is able to answer two questions from professor based on the individual presentation summary.

Final clip presentation rubric	
NAME	DATE
INDICATOR	POINTS
Presents the case study in 15 minutes in a concise and clear language.	20 pts.
Presents an understanding of the major issues and events. When, where, who, what: the issue	20 pts.
Request from peers a clear and justified solution to the main issue presented in the case study, generating a group discussion.	20 pts.
Includes an APA reference of case.	20 pts.
Indicates future application of issue solution in own professional career.	20 pts.
TOTAL	100 pts.
Professor Comments and Signature	

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- Reiss, Albert J, Roth, Jeffrey A. (1993) *Understanding and Preventing Violence*. United States: National Academies Press.
- Ryerson, Margie. (2009.) *Appetite for Life: Inspiring Stories of Recovery from Anorexia, Bulimia and Compulsive Overeating*. United States: Universe Ed.
- Sapolsky, Robert M. (2004). *Why Zebras don't Get Ulcers*. United States: Henry Hold and Company.
- Solie, David (2004).*How to Say It to Seniors: Closing the Communication Gap with Our Elders*. United States: Prentice Hall Press.
- Stearman, Kaye (2003). *Child Labour*. United States: Heinemann Library.

Chronogram:

Date	Content	Evidence of learning
Tuesday 2	1.Course Introduction <ul style="list-style-type: none"> • Non Formal Education • Course Expectations 	Professor exposition

Thursday 4	1.Different Approaches to Psychotherapy <ul style="list-style-type: none"> • Psychology Schools • The BPS model • Neurotransmitters 	Professor exposition
Tuesday 9	2.Psychoanalysis and Psychodynamic Therapies <ul style="list-style-type: none"> • Psychosexual Human Development (Freud) • Psychosocial Development (Erikson) <u>Defense Mechanisms</u>	Individual presentation and summary 1 Video analysis
Thursday 11	4.Psychopathologies <ul style="list-style-type: none"> • Immunity, Stress and Diseases • <u>Mental Disorders</u> 	Individual presentation and summary 2 Video analysis
Tuesday 16	<ul style="list-style-type: none"> • Anxiety and Depression. 	Individual presentation and summary 3 Video analysis
Thursday 18	<ul style="list-style-type: none"> • On Grief and Grieving & Euthanasia 	Individual presentation and summary 4 Video analysis
Tuesday 23	<ul style="list-style-type: none"> • Conversion Disorders/Phobias/OCD 	Individual presentation and summary 5
Thursday 25	5.Social Psychology <ul style="list-style-type: none"> • Domestic Violence/Cycle of Violence. Typess of Families (Baumrind's) 	Individual presentation and summary 6
Tuesday 30	<ul style="list-style-type: none"> • Sexual Abuse <u>How to present a case</u>	Individual presentation and summary 7
NOVEMBER Thursday 1	<u>Visit to PANI (Social Services)</u>	Field Visit
Tuesday 6	<u>Debrief visit to PANI</u> <ul style="list-style-type: none"> • Addiction to Internet 	Individual presentation and summary 8 Video analysis
Thursday 8	Case Presentations	Professor evaluation
Tuesday 13	Case Presentations <ul style="list-style-type: none"> • Eating Disorders 	Professor evaluation Individual presentation and summary 9
Thursday 15	<ul style="list-style-type: none"> • Elders 	Individual presentation and summary 10 Video analysis

Tuesday 20	Visit to Carlos Maria Ulloa: Elders Home	Field Visit
Thursday 22	<u>Debrief Visit to Carlos María Ulloa</u> <ul style="list-style-type: none"> • Child Labor 	Individual presentation and summary 11 Present individual career assessment
Tuesday 27	<ul style="list-style-type: none"> • Bully and Ethics 	Individual presentation and summary 12
Thursday 29	<ul style="list-style-type: none"> • Teens issues 	Individual presentation and summary 13
DECEMBER Tuesday 4	Movie: Prince of Tides	Professor
Thursday 6	Movie: Prince of Tides. Group discussion	Professor
Tuesday 11	Movie: What do we attack next, Michael Moore	Professor
Thursday 13	Group discussion: Movie What do we attack next	Professor
Tuesday 18	Final clip Presentation	Professor
Thursday 20	Final clip Presentation and final grades	Professor

General observations

The student must conform to the provisions of the Veritas “Reglamento de Régimen Estudiantil”. The rulebook is available for downloading at <http://autogestion.veritas.cr/>