

Human Psychology

Code: 103016
ECTS Credits: 6

Degree	Type	Year	Semester
2500892 Physiotherapy	FB	1	2

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Lidia Gimenez Llor

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Prerequisites

There aren't.

Objectives and Contextualisation

The Human Psychology course is placed in the first year of the Degree in Physiotherapy, within the pre-clinical training stage.

The general objective of the subject is to provide the student the social bases of human behaviour, as well as basic knowledge between psychology and health that allow him to establish and maintain a good relationship with patients, relatives / caregivers and other professionals.

All these goals must help the student to achieve a range of competences that should enable a better understanding of the behaviour of users of health systems, their own behaviour and of the relationship physiotherapist-patient.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Clearly and effectively communicate orally and in writing with all users of the healthcare system, and with other professionals.
- Display critical reasoning skills.
- Display interpersonal skills.
- Display knowledge of the morphology, physiology, pathology and conduct of both healthy and sick people, in the natural and social environment.
- Evaluate the functional state of the patient, considering the physical, psychological and social aspects.
- Express ideas fluently, coherently and correctly, both orally and in writing.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Provide effective physiotherapeutic treatment and offer patients integral care.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Communicate using language that is not sexist.
5. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Determine and explain the psychological aspects of the therapist-patient relationship.
8. Display critical reasoning skills.
9. Display interpersonal skills.
10. Explain and apply the theories of communication and interpersonal relationships.
11. Explain the explicit or implicit code of practice of one's own area of knowledge.
12. Explain the fundamental principles of evolutionary psychology and psychosocial development.
13. Explain the learning theories to be applied in health education and in one's own ongoing learning process.
14. Explain the psychological and social factors that affect the state of health of an individual, a family, or a community.
15. Explain the psychological aspects of the physiotherapist-patient relationship.
16. Explain the psychological factors affecting the biological organism in patients with psychosomatic disorders.
17. Express ideas fluently, coherently and correctly, both orally and in writing.
18. Identify situations in which a change or improvement is needed.
19. Identify the mental repercussions of physical injuries or illnesses in patients.
20. Identify the principal forms of sex- or gender-based inequality present in society.
21. Identify the psychological and physical problems deriving from gender violence.
22. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
23. Propose new methods or well-founded alternative solutions.
24. Propose new ways to measure success or failure when implementing innovative proposals or ideas.
25. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
26. Propose projects and actions that incorporate the gender perspective.

27. Propose viable projects and actions to boost social, economic and environmental benefits.
28. Propose ways to evaluate projects and actions for improving sustainability.
29. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
30. Weigh up the risks and opportunities of suggestions for improvement: one's own and those of others.
31. Work in teams.

Content

BLOCK 1: LEARNING AND PERSONALITY

Topic 1. Learning: What, how, when... do we learn?

Topic 2. Personality

BLOCK 2: THE SOCIAL BASES OF BEHAVIOUR

Topic 3. Attitudes

Topic 4. Social beliefs and explanation of behavior

Topic 5. Social believes

Topic 6. Aggressive behavior

BLOCK 3: PSYCHOLOGY AND HEALTH

Topic 7. Stress, health and illness

Topic 8. Behaviour and health: Diet

Topic 9. Physical exercise and cognition

Topic 10. Other healthy habits: Sleep

Topic 11. Behaviour and pain

Topic 12. The physiotherapist-patient relationship in healthcare practice

VIRTUAL ACTIVITIES

Activity 1. The biases of human thought

Activity 2. The power of situations

Activity 3. Psychoneuroimmunology

PRACTICES

PLAB 1. Stress and anxiety: Measurement and management.

PLAB 2. Psychological issues of pain

PLAB 3. Non-verbal communicative skills.

Methodology

METHODHOLOGY

Theory classes, laboratory practices, virtual activities and autonomous activities (individual study, bibliographic or documentary consultations, Virtual Campus). The evaluable theoretical content will include the material explained in the theory classes and the chapters or parts of the chapters of the textbook [FELDMAN, R. (2021). Understanding Psychology (15th ed.). New York: McGraw Hill] to be studied by the corresponding teacher for each topic.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
LABORATORY PRACTICALS (PLAB)	6	0.24	7, 15, 14, 10, 17, 19, 9, 31
THEORY (TE)	41	1.64	7, 15, 16, 14, 12, 10, 13, 21, 19
Type: Autonomous			
SELF_STUDY	96	3.84	6, 2, 3, 1, 4, 7, 11, 15, 16, 14, 12, 10, 13, 17, 21, 22, 20, 19, 18, 30, 28, 23, 24, 25, 26, 27, 8, 9, 31, 5, 29

Assessment

REQUIREMENTS TO PASS THE SUBJECT

For evaluation purposes, the subject is divided into two blocks: a) First part of theory that includes the theory program corresponding to topics 1 to 6 and virtual activities 1-2; b) Second part of theory + practices that includes the theory matter of topics 7 to 12, virtual activity 3 and the 3 practices (PLABs).

To pass the subject it is necessary to have passed with a minimum grade of 5 each of the two blocks.

Students will have two opportunities to pass each of the blocks: the first, in the calls for partial evaluations and the second in the recovery test.

CONTINUOUS EVALUATION

1. Partial evaluations

During the course there will be two partial evaluations of the subject. The dates will be those set by the Coordination Team of the Teaching Unit. These evaluations, if passed, will serve to eliminate material from the recovery test. Each exam will result in a separate grade. The questions will have a multiple-choice format with five answer choices and only one valid choice.

The exam questions will be written in Catalan and Spanish.

A correction will be applied to discount the random hits [Corrected score = (correct answers -(errors/4))] that will be transformed into a score that can vary between 0 and 10.

The first partial evaluation will consist of the First partial theory exam of 40-42 questions on the contents of the *first part of theory (topics 1-6, virtual activities 1-2)*.

The second partial evaluation will consist of the Second partial theory exam + practices of 28-20 questions of the contents of the *second part of theory (topics 7-12, virtual activity 3)* and 10-12 questions of the practices (PLABs).

After each evaluation, students will have a period of 24 hours to send, through the Virtual Campus, comments or complaints about the questions, which will be analyzed by the teachers before publishing the provisional list of notes and convening the exam review session.

2. Participation in virtual activities and practices

2.1. Active participation in class: Throughout the semester, during the PLABs sessions, 3 evaluation activities (short questions) will be carried out with the aim that students can demonstrate their participation in the teaching process of the subject.

2.2. Participation in virtual activities: The delivery of the answers of each of the virtual activities will be counted.

RECOVERY TEST

Students who have not passed the subject through partial evaluations may take a recovery test that will be held on the day set by the Coordination Team of the Teaching Unit. The test will consist of 2 parts: a) First partial theory + virtual activities 1-2; b) Second partial theory + virtual activity 3 + practices 1-3. Each student should only be examined for the part that has not passed in the partial evaluations.

The characteristics of the exams, as well as the formula for calculating the grade will be the same as those of the partial evaluations.

After the exams, students will have a period of 24 hours to send comments or complaints about the questions through the Virtual Campus, which will be analyzed by the teaching staff before publishing the provisional list of notes and convening the exam review session.

Students who have not passed the subject through partial evaluations and who on the day of the Recovery Test do not take the exam or exams of the parts not passed, will be qualified as "NOT EVALUABLE".

FINAL GRADE OF THE SUBJECT

Final grade = (((First partial grade) + (Second partial grade) /2)*0.85) + ((score of the short questions of the practices part + deliveries of the virtual activities) * 0.15).

This formula will only be applied if a grade of 5 has been obtained in each of the 2 PARTIALS of the subject.

The final grade of the students who have not passed the two partials of the subject after the Recovery Test, will be:

1. If the resulting grade after applying the formula to calculate the Final Grade is ≤ 4.7 , that grade will be put.
2. If the resulting grade after applying the formula to calculate the Final Grade is > 4.7 , the final grade will be 4.7.

UNIQUE ASSESSMENT

The people assigned to the SINGLE EVALUATION will have AN EVALUATION TEST at the end of the course, coinciding with the "RECOVERY TEST" of the people with "CONTINUOUS EVALUATION", which will have the same characteristics and will be scored the same as described above.

This assessment shall include:

(I)- Two PARTIAL evaluations (2 partial exams): (1st PARTIAL + 2nd PARTIAL) /2) *0.85

(II)- A "test of 6-8 short questions" (very short) that will correspond to the 3 practices (PLABs). Note: ("short question test" + virtual activities delivered) * 0.15

The FINAL GRADE will be the sum of the grades (I) + (II).

RECOVERY TEST FOR PEOPLE WITH "ONE-TIME ASSESSMENT"

The RECOVERY TEST for people who take advantage of the SINGLE EVALUATION will consist of an exam of short questions, 1 question for each theory topic and 1 question for each practice (total 15 short questions).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment and participation in practices and virtual activities	15%	1	0.04	6, 7, 11, 16, 14, 12, 10, 13, 17, 21, 25, 27, 8, 9, 31
Lectures and related activities: Avaluacions escrites mitjançant proves objectives: Ítems de selecció: Ítems d'elecció múltiple	50%	4	0.16	2, 1, 7, 15, 16, 14, 12, 10, 13, 21, 22, 19, 18, 30, 28, 23, 24, 27, 8
Practical lessons and related activities: Avaluacions escrites mitjançant proves objectives: Ítems de selecció: Ítems d'elecció múltiple	35%	2	0.08	3, 4, 7, 15, 16, 14, 12, 10, 17, 20, 26, 27, 8, 9, 31, 5, 29

Bibliography

Specific eBook

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Consultation bibliography

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SANDI, C. & CALES, J.M. (2000). *Estrés: consecuencias psicológicas fisiológicas y clínicas*. Madrid: Sanz y Torres.

SCHATER DL, GILBERT DT, WEGNER DM (2009-2011). *Psychology*. Worth Publishers.

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Software

No need of specific software