

**Physiotherapy, History and Society**

Code: 104100  
ECTS Credits: 6

Degree	Type	Year	Semester
2500892 Physiotherapy	OT	4	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

Jorge Molero Mesa

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Anyely Marin Cisneros

## Prerequisites

None.

## Objectives and Contextualisation

The main objective of this subject is to understand the historical, social and cultural foundations of physical, natural and complementary therapies in order to acquire the elements that will allow a critical analysis of the current situation of the profession of physiotherapist in the Spanish State, and to establish a comparison with other European healthcare models.

This general objective can be broken down into four specific objectives:

- To contextualize the origin and development of physiotherapy as a discipline, as well as its process of medicalization, while emphasizing its professional independence within the biosanitary sciences.
- To analyse the social and cultural role of physiotherapy within multidisciplinary therapy, and to reflect on the approach of cultural, sexual and gender diversity in the physiotherapist-patient relationship from an inclusive perspective.

- To understand how the various forms of communication related to science, medicine and technology intervene in the social construction of health-disease processes, and of the images of healthcare systems and its professionals in contemporary societies.
- To record which health care practices are recognized as a protocol and what are found in an unknown framework between the physiotherapist and the patient. To show the theoretical bases of bioethics in physiotherapy from an innovative perspective, such as palliative physiotherapy and chronic pain.

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and synthesise.
- Display critical reasoning skills.
- Display knowledge of the sciences, models, techniques and instruments around which physiotherapy is structured and developed.
- Identify, analyse and solve ethical problems in complex situations
- Incorporate the ethical and legal principles of the profession in professional culture.
- Make the most correct decisions in given situations.
- Organise and plan.
- Solve problems.
- 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. Address professional practice respecting patient autonomy, beliefs and culture.
2. Analyse and synthesise.
3. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Analyze the actions of practice in physiotherapy from sociocultural perspectives.
6. Consider how gender stereotypes and roles impinge on the exercise of the profession.
7. Critically analyse the principles, values and procedures that govern the exercise of the profession.
8. Describe and analyze different facts and historical changes, which over time have contributed to the configuration of physiotherapy as a profession and as a scientific discipline.
9. Describe the historical foundations of the health professions in the context of medical pluralism.
10. Develop capacity for critical reflection about the processes of health and disease in various cultural contexts in which they develop.
11. Display critical reasoning skills.
12. Explain the explicit or implicit code of practice of one's own area of knowledge.
13. Identify and describe the different systems and models of health, including care levels where physiotherapy is incardinated.
14. Identify the diversity of medical systems, including alternative medicines, and identify their foundations.
15. Identify the principal forms of sex- or gender-based inequality present in society.
16. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
17. Identify, analyse and solve ethical problems in complex situations
18. Make the most correct decisions in given situations.
19. Organise and plan.
20. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.

21. Propose viable projects and actions to boost social, economic and environmental benefits.
22. Propose ways to evaluate projects and actions for improving sustainability.
23. Recognize the states of health and disease as socially determined constructs that change according to cultures and over time.
24. Recognize the states of health and disease as socially determined constructs, which change according to cultures and over time.
25. Reflect critically on the scientific, ethical, political and social issues involved in performance of the physiotherapist.
26. Respect patient participation in decisions about the health-disease process.
27. Solve problems.
28. The evolution of the concept of health from its cultural and historical perspective on modern and contemporary era, integrating the evolution of physiotherapy from this framework.
29. Understanding the disease from the patient experience and the contexts in which it has developed.
30. 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.
31. Work in teams.

## **Content**

### **A. HISTORY, CULTURE AND PHYSIOTHERAPY**

1. Disease and sickness. A historical, biological, social and cultural phenomenon
2. The origins of the experience of illness
3. The society against the disease. The medical systems
4. Disease, positivism and technology
5. Social and cultural history of physiotherapy and the rehabilitation process
6. Hydrotherapy and crenotherapy
7. Gymnastics and massage
8. Electrotherapy and radiotherapy
9. The process of medicalization and the right to health

### **B. PHYSIOTHERAPY, GENDER AND SOCIETY**

1. Introduction to gender theory for health professions
2. Ethics, biopower and the right over one's own body
3. Physiotherapy, profession and civil responsibility

### **C. COMMUNICATION, NARRATIVES, AND REPRESENTATIONS IN PHYSIOTHERAPY**

1. The media in health-disease processes
2. The image in the social construction of health professions
3. The account of the contemporary experience of illness and rehabilitation

### **D. THE EXPERIENCE OF ILLNESS AND CARE: PALLIATIVE CARE**

1. Role of physiotherapy in palliative care

2. Care practices in the patient with chronic pain
3. Health care and emotional attention in the biosanitary system
4. Holistic and conscious attention

## E. CONCLUSIONS

## Methodology

The theory sessions are organized in lectures of 2-3 hours that include discussions on topics proposed by the teachers, and establish the groundwork to be developed with specific contents in the seminars.

The seminars constitute the main structure of the subject and are developed in four sessions of 2 hours each, except the last sessions of each seminar, which include the evaluation activity and consist of 3 hours. They are based on case study and Problem-Based Learning (PBL) methods, with the aim to encourage active learning and to consolidate the critical analysis initiated in the theory sessions through the formulation of questions and discussions that, in this case, the students will propose, either in a group or well individually, from concrete experiences.

### Learning activities

#### I. Directed activities (37 hours)

- Lectures (10 hours): distributive block A
- Seminars (27 hours): distributive blocks B, C and D

#### II. Supervised activities (23 hours): in all the distributive blocks

- Preparation and presentation of written works

#### III. Autonomous activities (75 hours): in all the distributive blocks

- Reading text and preparation (30 hours)
- Self-study (10 hours)
- Written works and oral presentations (20 hours)
- Preparation of group discussions and final debate (15 hours)

#### IV. Assignments: will be sent through the Moodle application on the dates previously indicated by the teachers.

- Oral presentation: distributive block B
- Individual essay: distributive block C
- Group written work: distributive block D
- Debate script for the final session: distributive block E

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			
SPECIALIZED SEMINARS (SESP)	27	1.08	1, 3, 2, 5, 4, 28, 8, 10, 29, 13, 14, 16, 15, 17, 19, 18, 22, 20, 21, 11, 23, 24, 25, 27, 26, 31, 6, 30
THEORY (TE)	10	0.4	1, 7, 2, 5, 28, 9, 8, 10, 29, 12, 13, 14, 16, 19, 11, 23, 24, 25, 26
Type: Supervised			
ORAL PRESENTATION / EXPOSITION OF WRITTEN WORKS	23	0.92	1, 2, 5, 28, 9, 8, 10, 29, 13, 14, 17, 19, 18, 11, 23, 24, 25, 27, 26, 31
Type: Autonomous			
PREPARATION OF WRITTEN WORKS / SELF-STUDY / READING ARTICLES / REPORTS OF INTEREST	75	3	1, 2, 5, 28, 9, 8, 10, 29, 13, 14, 17, 19, 18, 11, 23, 24, 25, 27, 26, 31

## Assessment

The evaluation of the acquired competencies in this subject is continuous, through the active participation of the students in relation to several activities proposed by the teachers.

The final mark will be the sum of the marks of every distributive block. For the evaluation to be effective, it is necessary to pass each activity separately.

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Students will obtain a "Not assessed/Not submitted" course grade unless they have submitted more than 30 % of the assessment items.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

The students who have not passed the continuous evaluation, can be re-evaluated with an exam. In order to participate, students must have been previously evaluated in a set of activities with a minimum weight of two thirds of the evaluation. In addition, it is necessary to have obtained at least 3.5 in the total grade of the subject.

### UNIQUE ASSESSMENT

The single assessment consists of a single summary test (with test-type questions referring to Theory and Seminars, and questions and problems to develop) on the contents of the entire theory program and the seminars.

The grade obtained in the synthesis test is 100% of the final grade of the subject.

To pass the subject, you must obtain a minimum final grade of 5.0 out of 10.0 in the synthesis test.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and active participation in class and seminars	10%	3	0.12	1, 2, 5, 28, 9, 8, 10, 29, 13, 14, 17, 19, 18, 11, 23, 24, 25, 27, 26, 31
Essay test of extensive questions	30%	4	0.16	1, 7, 3, 2, 5, 10, 29, 12, 14, 16, 17, 19, 18, 22, 20, 21, 11, 23, 24, 25, 27, 26, 30
Evaluation through case studies and problem solving	30%	4	0.16	1, 2, 28, 10, 29, 13, 17, 19, 18, 11, 24, 25, 27, 26, 31
Oral defense of written works	30%	4	0.16	7, 2, 5, 4, 10, 12, 15, 17, 19, 18, 20, 11, 23, 24, 25, 27, 31, 6, 30

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Complementary bibliography will be offered throughout the semester, in accordance with the distributive blocks.

## Software

No specific software is required.

