

Degree	Type	Year
2500892 Physiotherapy	FB	1

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

There aren't.

## Objectives and Contextualisation

### Objectives

The subject Human Psychology is taught in the first year of the Degree in Physiotherapy, within the preclinical training stage.

The general objective of the subject is to provide the student with the social bases of human behavior and basic knowledge in psychology and health that will allow them to establish and maintain a good relationship with patients, family members/caregivers and other professionals.

All these objectives must contribute to the student achieving a background of competencies that should enable a better understanding of the behavior of users of health systems, of their own behavior and of the relationship with the 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**

Program

THEORY

BLOCK 1: LEARNING AND PERSONALITY

Topic 1. Learning: What, how, when... Learn.

Topic 2. Personality

BLOCK 2: SOCIAL BASES OF BEHAVIOR

Topic 3. Social Relationships

Topic 4. Aggressive behavior

Topic 5. Attitudes

Topic 6. Social beliefs and explanation of behavior

BLOCK 3: PSYCHOLOGY AND HEALTH

Topic 7. Stress, Health & Illness

Topic 8. Physical exercise and cognition

Topic 9. Behavior and health

Topic 10. Other Healthy Habits: Sleep

Item 11. Behavior and pain

BLOCK 4: COMMUNICATION SKILLS

Topic 12. The physiotherapist-patient relationship in healthcare practice

Topic 13. Patient Communication

PRACTICES

PLAB 1. Psychological aspects associated with pain

PLAB 2. Patient Communication

PLAB 3. Nonverbal Communication Skills

## Activities and Methodology

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

## METHODOLOGY

Theoretical classes, laboratory practices and autonomous activities (individual study, bibliographic or documentary consultations, consultation of the Virtual Campus and Moodle). The assessable theoretical content will include the material explained in the theory classes and the materials worked on in practice.

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.

## Assessment

### Continuous 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

## REQUIREMENTS TO PASS THE SUBJECT

The contents are divided into two exams: a) First part of theory which includes the subject of theory corresponding to topics 1 to 6; b) Second part that includes the theory subject of topics 7 to 13 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 parts.

Students will have two opportunities to pass each of the two parts: the first, in the calls for partial evaluations and the second in the retake 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 Teaching Unit Coordination Team. 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 options and only one valid choice.

The exam questions will be written in Catalan and Spanish.

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

The first midterm exam will have between 24-30 questions from the contents of the First Theory Part (topics 1-6).

The second midterm exam will have between 35-40 questions of the contents of the Second Theory Part (topics 7-13 of theory) and of the practices 1-3 (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 professors before publishing the provisional list of grades and convening the exam review.

### 2. Participation in internships

During the PLABs sessions, 3 evaluation activities (short questions) will be carried out so that students can demonstrate their participation in the teaching process of the subject.

## RECOVERY TEST

Students who have not passed the partial evaluations may take a retake test that will be held on the day set by the Teaching Unit Coordination Team. The test will consist of 2 parts: a) First partial of theory; b) Second partial of theory + practices 1-3. Each student will only have to take the exam for the part that they have 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 midterm evaluations.

After the exams, students will have a period of 24 hours to send comments or complaints on the questions through the Virtual Campus, which will be analysed by the teaching staff before publishing the provisional list of grades. Subsequently, after the list has been published, the exam review will be convened.

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

## FINAL GRADE OF THE SUBJECT

Final grade = (((First partial grade) + (Second partial grade)/2)\*0.85) + ((grade of the PLAB short questions) \* 0.15).

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

The final grade of students who have not passed the two partial exams of the subject after the retake test will be:

If the resulting grade after applying the formula to calculate the final grade is  $\leq 4.7$ , that grade will be given.

If the resulting grade after applying the formula to calculate the final grade is  $> 4.7$ , the final grade will be 4.7.

#### SINGLE 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 in the same way as the one indicated above.

This evaluation will include:

(I)- Two PARTIAL evaluations (2 partial exams), each of which must be passed with a grade  $\geq 5$ .

(II)- A "test of 6-8 short questions" that will correspond to the 3 practices (PLABs).

The FINAL GRADE is calculated:  $[(1\text{st PARTIAL} + 2\text{nd PARTIAL})/2] \times 0.85 + [(\text{short question test}) \times 0.15]$

#### REMEDIAL TEST FOR PEOPLE WITH "SINGLE 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 16 short questions).

## Bibliography

Recommended Bibliography (\*the most relevant)

AMERICAN PSYCHIATRIC ASSOCIATION (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: Author.

BERGER, K. S. (2016). Psicología del desarrollo: infancia y adolescencia. (9ª ed.). Buenos Aires: Médica Panamericana.

BREEDLOVE, S. M. WATSON, N. V. (2017). Behavioural Neuroscience (International 8th ed). Oxford UK: Oxford University Press.

CARLSON, N. R. BIRKETT, M.A. (2021). Physiology of behavior (13th ed). Boston: Pearson

Darío Díaz Méndez & José Miguel Latorre Postigo (2021) Psicología médica (2 edition) Elsevier

\*Sarah Grison, Michael Gazzaniga, (2024) Psychology in your life (4th Ed). Norton

\*James J Gross, Toni Schmader, Bridgette Martin Hard, Adam K Anderson (2023). Interactive Psychology (2nd Ed). Norton

\*Eric R. Kandel, John D. Koester, Sarah H. Mack, Steven A. Siegelbaum (2021). Principles of Neural Science (6th ed). New York: McGraw-Hill.

\*Feldman R.S. (2021) Understanding Psuchology (15th Ed). McGraw-Hill

MYERS, D. G. (2011). Psicología (9ª ed.). Buenos Aires; Madrid: Médica Panamericana.

\*Elizabeth A. Phelps, Elliot Berkman, Michael Gazzaniga (2023) Psychological Science (7th ed). Norton

SAPOLSKY, R.M. (2008). ¿Por qué las cebras no tienen úlceras? Madrid: Alianza editorial.

\*Daniel Schacter; Daniel Gilbert; Matthew Nock (2023) Psychology (6th Ed). Macmillan learning.

WARD, J. (2015). The student's guide to cognitive neuroscience (3rd ed.). New York: Psychology Press.

## Software

No need of specific software

## Language list

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	101	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	102	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	103	Catalan	second semester	afternoon
(PLAB) Practical laboratories	104	Catalan	second semester	afternoon
(TE) Theory	101	Catalan	second semester	morning-mixed