

Academic Year/course: 2022/23

## 25611 - Health psychosociology

### Syllabus Information

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**Academic Year:** 2022/23

**Subject:** 25611 - Health psychosociology

**Faculty / School:** 127 - Facultad de Ciencias de la Salud

**Degree:** 275 - Degree in Physiotherapy  
605 - Degree in Physiotherapy

**ECTS:** 9.0

**Year:** 2

**Semester:** Annual

**Subject Type:** Basic Education

**Module:**

## 1. General information

### 1.1. Aims of the course

The general objective of this course is for the student to know the most relevant psychosocial aspects in understanding and improving the health status of the individual, the group and the community, integrating these contributions into their training as a health professional.

These approaches and goals are aligned with the agenda's next Sustainable Development Goals (SDGs). 2030 United Nations (<https://www.un.org/sustainabledevelopment/es/>) way that the acquisition of results The subject's learning provides training and competence to contribute to some extent to its achievement: Goal 3: Good health and well-being; Goal 5: Gender equality; Goal 16: Peace, justice and strong institutions.

### 1.2. Context and importance of this course in the degree

The subject Psychosociology of Health is the only subject that is taught in this area of knowledge in the degree of Physiotherapy. The approach of the subject supposes a model of biospsychosocial analysis that claims the interaction of the person with their environment of reference as an active agent of their own development. The environment and living conditions also influence the opportunities that people share in relation to their health and well-being. Risk behaviors for health, healthy habits, social and communication skills, attributional styles about health-disease processes, preventive strategies and coping with adversity, are behaviors that define us personally but are learned in a family, school, work context, etc.

For this reason, the contents proposed in this subject are related to the contents taught from an individual approach, such as the subjects Assessment in Physiotherapy and specific Methods of Intervention in Physiotherapy; but also with other subjects that assume a social perspective such as: Public Health and Community Physiotherapy and Research methodology from Sociology.

### 1.3. Recommendations to take this course

Social psychology starts from an interdisciplinary approach in the study of health, in which the analysis of individual, group, community, cultural and socioeconomic aspects are taken into consideration.

In this sense, the student will have to make an effort to carry out a process of integration of the contents studied. Given the nature of basic and applied knowledge of the subject, it is convenient for the student to participate actively and regularly in classes (connecting theory with practice and with their experience). Therefore, to adequately pass the subject, the student must be involved in a responsible way in their learning process.

## 2. Learning goals

### 2.1. Competences

By passing the subject, the student will be more competent to ...

- Work in a holistic and interdisciplinary way, taking into account the psychological and sociological determinants of health and wellbeing.
- Recognize in social interaction, communication skills such as empathy, authenticity, active listening and respect for

the beliefs, feelings and desires of others.

- Integrate in a coherent way theoretical and practical contributions from the field of social psychology of health in physiotherapeutic practice.
- Work as a team putting into practice an assertive communication style and establish limits in the therapeutic relationship that favor an adequate level of personal and professional satisfaction.
- Organize written information in a coherent way, use scientific concepts rigorously, perform bibliographic searches, and apply APA / Vancouver publication standards.

## 2.2. Learning goals

The student to pass this subject, must demonstrate the following results ...

- Being able to recognize and explain the theoretical differences and the practical implications of the bio-medical and bio-psycho-social models, analyzing the concepts of health and disease from a psychosocial perspective (SDGs: 3 good health and well-being and 4 gender equality).
- Know and critically reflect himself/herself on the communication and emotional skills that are necessary for the establishment of an effective and satisfactory relationship with future patients and co-workers (SDGs: 5 gender equality, 16 peace, justice and strong insitutions).
- Know different psychosocial theories, being able to integrate them in the planning of their interventions and to interrelate them with the knowledge from other disciplines. (SDGs: 3 good health and well-being, 16 peace, justice and strong institutions).
- Acquire sufficient knowledge of the cognitive, social and behavioral aspects of both sick and healthy people, for the development of an optimal professional intervention in the future. (SDGs: 3 good health and well-being, 5 gender equality).
- To know the factors that intervene in teamwork, identifying the psychosocial risks and the protective factors that influence the level of professional and personal satisfaction of the physiotherapist.(SDG: 16 peace, justice and strong insitutions).
- Organize written information in a clear, coherent and reasoned way, using specialized bibliographic references and correctly applying Vancouver / APA publication standards.

## 2.3. Importance of learning goals

The achievement of the learning goals allows the student to have a bio-psycho-social perspective of the human being, overcoming the body-mind dualism, enabling them to attend to the various determinants of health and initiating them to reflect themselves on the importance of communicative and emotional competences.

# 3. Assessment (1st and 2nd call)

## 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he has achieved the expected learning results through the following evaluation activities:

**Integration of the knowledge acquired in the theoretical field (70% of the grade).** The subject will be evaluated. through an individual objective test, type test of three response alternatives, penalizing the responses incorrect. It will be held on the day indicated in the official announcement.

On a voluntary basis, students who wish to do so will take a partial exam at the end of the first semester, in order to eliminate material for the final exam. In the event of failure, the corresponding content may be examined in the final test.

In these tests, the following evaluation criteria will be taken into account:

- Knowledge of the various concepts, theories and models; as well as its connection with experience in the workplace.
- The capacity for analysis, synthesis, precision and rigor of the contents learned.

### **Team work, class presentation and report (30% of the final grade).**

Through research / intervention work in teams, a unit of the subject will be studied in depth through:

- Learning within the teamwork dynamics: phases, communication, balanced distribution of tasks, creativity, etc.
- The deepening of the investigated topic, variety and suitability of the resources used, structuring, argumentation and precision in the language.
- The presentation and oral expression of the work done in class, showing: knowledge of the topic and context, precision, ease (without reading texts), resources, etc.
- The orderly writing, the adequate citation and the correct use of the spelling rules.
- Attendance and participation in class in a constructive way.

The team work presentation will consist of the following parts:

- Introduction: importance of the subject, relationship with physiotherapy
- Theoretical framework: Contextualization of the work in the syllabus of the subject.
- Development of definitions, dimensions, theoretical models, lines of research, etc.
- Exemplification of a case in the practice of physiotherapy.
- Explanation of a dynamic proposed to the group, expressly mentioning the objectives and phases of development in Classroom.
- Evaluation of the development of the dynamics in the classroom and proposals for improvement.
- Final reflection on the usefulness of what has been learned for the exercise of physiotherapy.
- Bibliography used (Vancouver / APA standards).

It is necessary to pass the written knowledge integration test and group work independently in order to average the final qualification. The student who has not been able to complete the group practices, will be able to take a single, written test, in which both theoretical and applied elements will be integrated, coinciding with the date of the official announcement.

According to current regulations, the results obtained will be scored according to the following numerical scale from 0 to 10, with an expression of one decimal place, to which the corresponding qualitative score may be added:

- 0 to 4.9: Fail
- 5.0 to 6.9: Pass
- 7.0 to 8.9: Remarkable
- 9 to 10: Outstanding

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The learning process that has been designed for this subject is based on the following: The participatory methodology allows the student to experience in a learning situation the importance of individual responsibility and their assignment to a work team. Both facets are necessary for your future professional performance and even more so in the field of health.

### 4.2. Learning tasks

The course includes the following learning tasks:

- **Lectures** on the contents of the subject by the teacher with special emphasis on the operational definitions, the elements of analysis, the different theoretical perspectives and the applied consequences that are inferred from them. The master class in this context tries to provide the student with an organized and critical synthesis of information.
- **Participation in the classroom** in different group situations small group, a complete group on the topics addressed in the expository activities and with different format eg. Discussion groups, role-playing, debates. In this sense, teaching activities involve a more practical and applied approach to the subject. Participation in class stimulates theoretical expositions, helps peers to better understand and guides the teacher towards issues that are more difficult to assimilate.
- **Research/project** on an aspect of the contents of the subject, presenting it in written and oral form in the class group. The teams will choose a topic that is part of the contents of the program to investigate and deepen it, looking for a practical application in the workplace. The deadline for delivery of the inform, i will be agreed with the teacher at the beginning of the quarter. As well, that phases and dates of the process included tracking the activity.
- **Tutorials:** develop the meaningful construction of knowledge through the interaction of the student with the teacher. They are a personalized meeting space that facilitates communication and coordination between the student and the teacher.
- **Autonomous work and study** Through reading and active work of re-elaboration and restructuring of knowledge, the student must be responsible in a progressively autonomous way to understand the concepts of the subject and achieve the expected learning outcomes.

### 4.3. Syllabus

The contents of the subject are aligned with the Sustainable Development Goals, specifically:

- Objective 3: Good health and well-being: (module 1: psychosocial needs; module 2 a) social perception; module 3 c) patient-health professional relationship; module 5: social psychology and well-being).
- Objective 5: Gender equality: (module 2 a) social cognition; module 3 b) social skills; module 5 a) styles of life and health and b) stress, psychosocial analysis).
- Goal 16: Peace, Justice and Solid Institutions: (Module 1: Psychosocial Needs; Module 4: Group Work).

## HEALTH PSYCHOSOCIOLOGY PROGRAM

The course will address the following topics:

- INTRODUCTION: Social psychology as a discipline of social interaction (not evaluable)
- Module 1: PSYCHOSOCIAL NEEDS
- Module 2: BASIC PSYCHOSOCIAL PROCESSES
  - a. Social perception: the perception of health and disease
  - b. Social cognition: stereotypes, prejudice, and discrimination
- Module 3: COMMUNICATION
  - a. Concepts and dimensions
  - b. Social Skills
  - c. Patient- health professional interaction
- Module 4: GROUP WORK ( multidisciplinary team )
  - a. Group structure: roles, status, cohesion, standards
  - b. Leadership
  - c. Decision-making group process
  - d. Conflict management
- Module 5: SOCIAL PSYCHOLOGY AND WELL-BEING
  - a. Lifestyle and health
  - b. Stress, psychosocial analysis
  - c. Quality of life-related to health

### 4.4. Course planning and calendar

The subject is proposed with a mixed development system, with evaluable practices before the final exam and with a final test on the official dates provided by the center (consultable on the center's website). Some important dates to keep in mind are:

- Delivery of group theoretical and practical work: February
- Test of theoretical and practical knowledge: June

### 4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=25611>