

## 1. BASIC INFORMATION

<b>Course</b>	Applied Psychosocial Science and Communication Skills
<b>Degree program</b>	Degree in Physiotherapy
<b>School</b>	Physical Activity and Sport
<b>Year</b>	2024-2025
<b>ECTS</b>	6
<b>Credit type</b>	Basic
<b>Language(s)</b>	English
<b>Delivery mode</b>	In person classes
<b>Semester</b>	First semester
<b>Academic year</b>	1º
<b>Coordinating professor</b>	Álvaro González Rodríguez
<b>Professor</b>	

## 2. PRESENTATION

Applied Psychosocial Sciences and Communication Skills is a subject of the first course of the degree in Physiotherapy and is taught in the semester. It has a value of 6 ECTS and is a basic subject within the degree, belonging to the degree of Psychology. Taking into account the formative profile that the student is expected to achieve, it provides basic and specific training on health from the psychosocial point of view and notions of psychology, especially communication skills for therapists. That is, while helping the student to acquire the required theoretical knowledge, it contributes to the acquisition of the practical skills necessary to learn to listen and empathize with the patient, to make a clinical diagnosis in an assertive manner, and to promote adherence and commitment to treatment.

The subject respects a chronological order that allows the acquisition of increasingly complex knowledge in a progressive manner, and also introduces the student to the therapeutic practice with patients through traditional and advanced simulation. In the planning of the curriculum of Applied Psychosocial Sciences and Communication Skills, the general and specific competencies necessary to develop the different levels of learning in the subject are clearly defined. The subject is taught in Spanish and English given the strong international character of the Universidad Europea de Madrid, providing students with sufficient tools to achieve a level of knowledge that will allow them to develop their professional work internationally.

The ECTS of this course include master classes, case analysis, problem-based learning, advanced simulation environments, preclinical practices in the traditional simulation laboratory, portfolios, seminars, supervised work, tutorials and hours of independent work.

All of this will allow the future graduate to acquire all the knowledge and skills necessary to carry out a correct diagnosis, adequate prevention, elaboration of treatment plans and initiate in the therapy of

child patients taking into account their development and growth to finally apply it outside the pre-clinical environment.

### 3. COMPETENCIES AND LEARNING OUTCOMES

The table below shows the relationship between the competencies developed in the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB2, CB3, CB4, CB5, CT3, CT5, CT17, CE78, CE79, CE80, CE82, CE84	RA1: Understanding of the essential contents and principles related to psychology and sociology.
CB1, CB2, CB3, CB4, CB5, CT3, CT5, CT17, CE78, CE79, CE80, CE82, CE83, CE84, CE85	RA2: Comprensión de los factores psicológicos y sociales influyentes en el proceso de salud/enfermedad y su situación terapéutica relacional.
CB1, CB2, CB3, CB4, CB5, CT3, CT5, CT10, CT11, CT17, CT18, CE78, CE79, CE80, CE81, CE82, CE83, CE84, CE85	RA3: Understand the importance of a correct practice of communication and interpersonal relationships in health care, managing potentially conflictive situations.
CB1, CB2, CB3, CB4, CB5, CT3, CT5, CT10, CT11, CT17, CT18, CE78, CE79, CE80, CE81, CE82, CE83, CE84, CE85	RA4: Understand the individuality of the patient, group and family, identifying their particular needs within different sociocultural frameworks and responding to them, encouraging patient/user participation.

### 4. CONTENT

The subject is organized into six learning units, which, in turn, are divided into:

#### Block 1

THEME 1. Introduction to psychology and health psychology. The health-illness continuum.

THEME 2. Theoretical models of action: biomedical model and biopsychosocial model.

THEME 3. Health behaviors.

#### Block 2

THEME 4. Therapeutic relationship and communication skills.

THEME 5. Adherence to treatment.

#### Block 3

THEME 6. Emotion, stress and coping.

THEME 7. Fears.

THEME 8. Pain.

THEME 9. Occupational health. Work stress and burnout.

## 5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies that will be applied:

- Lectures
- Cooperative groups
- Autonomous work
- Problem-based learning
- Case method

## 6. LEARNING ACTIVITIES

The types of training activities to be carried out and the student's dedication in hours to each of them are identified below:

Activité formative	Nombre d'heures
<b>Tutorials</b>	10
<b>Master Class</b>	30
<b>Analysis of practical cases</b>	23
<b>Practical exercises</b>	12
<b>Problems</b>	25
<b>Self-study</b>	50
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

The following is a list of the evaluation systems, as well as their weight in the total grade of the course:

**Campus-based mode:**

Assessment system	Weight
<b>Assessment test</b>	50%
<b>Oral presentation</b>	10%
<b>Debates</b>	10%
<b>Case/problems, research</b>	30%

In the Virtual Campus, when you access the course, you will be able to consult in detail the evaluation activities to be performed, as well as the due dates and evaluation procedures for each of them.

## 7.1. Ordinary call

In order to pass the course in the ordinary call, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course. It is necessary, in any case, to obtain at least a score of 5.0 out of 10.0 in the knowledge exercise: final exam in order to do the average.

There is also a **requirement to attend all of the simulations (75% attendance)** in order to pass in the ordinary call. Any absence must be justified according to the same policies applied to knowledge exams following the universities policy. [https://universidadeuropea.com/resources/media/documents/CRITERIOS CAMBIO PRUEBAS DE EVALUACION UEM Aprobado v3 ABRIL2.pdf](https://universidadeuropea.com/resources/media/documents/CRITERIOS_CAMBIO_PRUEBAS_DE_EVALUACION_UEM_Aprobado_v3_ABRIL2.pdf).

## 7.2. Extraordinary call

In order to pass the subject in extraordinary call the student must:

- 1) Obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade of the subject (weighted average).
- 2) Obtain, at least, a grade of 5.0 out of 10.0 in the final exam
- 3) Compensate, in case of non-attendance to 100% of the simulations, the simulation exercises. To do so, the student will have to take a test that will consist in running a simulated scenario chosen randomly among the 4 or more scenarios that the student has not attended to. The correction will be carried out by agreement between judges, being the professors of the subject who will proceed to correct it through a previously established rubric.

The student will be able to carry out the failed or not delivered activities in the ordinary call again, after having received the corresponding corrections to those from the professor.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1. Assistance to simulation (5 sessions)	1 a 18
Activity 2. Reading, analysis and debate of an article related to the Biopsychosocial Model.	3 a 4
Activity 3. Posting in Social Media	6 a 8
Activity 4. Preparation of an article and oral presentation on Pain Management techniques and strategies	11 a 14
Activity 5. Portfolio	1 a 18
Activity 6. Test of knowledge of the subject	18

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

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## 10. DIVERSITY MANAGEMENT UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. ONLINE SURVEYS

Youropinionmatters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.