

1. BASIC INFORMATION

Subject	Health Psychology
Degree	Bachelor's Degree in Physiotherapy
School/faculty	Faculty of Physical Activity and Sports Sciences and Physiotherapy
Course	1º
ECTS	6
Type	Basic
Language	Spanish, French, English
Modality	Presential
Semestre	S1
Academic year	2024 -2025
Coordinating Teacher	Álvaro González Rodríguez
Teacher	Alejandro Sancha, Álvaro González, Andrea Bonilla, Darya Faiyad, Luis Torija, Tommy Norheim

2. PRESENTATION

Health Psychology is a first-semester subject in the first year of the Bachelor's Degree in Physiotherapy. It has a value of 6 ECTS and is a basic subject within the Degree, belonging to the area of knowledge of Psychology. The subject aims to provide basic and specific training on health from a psychosocial point of view and to provide the future physiotherapist with basic knowledge of psychology that will be essential to develop their profession. A fundamental section of the subject will be focused on the knowledge and development of communication skills for physiotherapists. In this part, students will acquire the required theoretical knowledge and develop it by putting into practice the necessary skills to listen and empathise with the patient, issue a clinical diagnosis assertively, promote adherence and increase commitment to treatment.

The subject respects a chronological order that allows you to progressively acquire increasingly complex knowledge, and also introduces you to therapeutic practice with patients through traditional and advanced simulation. In the planning of the Health Psychology curriculum, the knowledge, skills and competencies that students will acquire by taking the subject are clearly defined.

The ECTS of this subject include different methodologies such as master's degrees, classes, case analysis, problem-based learning, basic and advanced simulation environments, debates, colloquiums, oral presentations, supervised work, tutorials and hours of autonomous work.

All this will allow the future graduate to acquire all the necessary knowledge and skills that from the field of Psychology will serve to guarantee an empathetic physiotherapy, focused on the individual, based on a global approach to patients in accordance with the biopsychosocial model and managing to influence the prevention and improvement of health-related behaviors.

3. LEARNING OUTCOMES

Knowledge:

WITH5. Recognize the legislative, ethical and humanistic framework implicit in the profession.

Recognize psychosocial aspects related to health and disease states

Recognize the concepts of health and disease behaviors and recognize the influence on the individual's condition

Identify the psychosocial variables involved in health processes

Skills:

HAB5. Use specific scientific and technical language specific to the Health Sciences.

To analyze the psychosocial aspects of pain in the assessment of the individual's health status

Apply the communication elements that influence the therapeutic relationship, being able to modify them to individualize the treatments.

To design a therapeutic intervention whose primary objective is to improve adherence to treatment

Competences:

COMP 8. Know how to work in professional teams as a basic unit in which professionals and other personnel of healthcare organisations are structured in a uni- or multidisciplinary and interdisciplinary way

COMP 9. Incorporate the ethical and legal principles of the profession into professional practice, as well as integrate social and community aspects into decision-making.

COMP 24. Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents involved in communication in the academic and professional environment.

COMP 28. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

COMP 29. Adapt to adverse, unexpected situations, and situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

4. CONTENTS

Introduction to Health Psychology. The health-disease continuum. Theoretical models of action.

Introduction to Health Psychology

Health and disease.

From the biomedical model to the biopsychosocial model. Impact of social, environmental and structural factors on health

Health and disease behaviour and behaviours

Pathogens and behavioral immunogens. Concept and types of prevention

Health Models. Factors Influencing Health Behaviors

Disease behaviors. Phases and Roles of the Therapeutic Relationship

Psychopathology and health processes

Basic psychosocial processes influencing the individual's behavior

Learning.

Classical conditioning

Operant conditioning

- Social Learning Theory
- Emotions
 - Basic emotions
 - Managing emotions
- Stress and coping
- Motivation
- Psychological variables associated with Pain
 - Definition of pain. Psycho-physiological aspects of pain
 - Psychological variables associated with pain
 - Emotions and pain
 - Anxiety
 - Depression
 - Catastrophism
 - Kinesiophobia
 - Other psychological processes in pain
 - Attention and hypervigilance
 - Personal self-efficacy
 - Locus of control
 - Cognitive-behavioural techniques in physiotherapy
- Adherence to treatment
 - Definition and factors influencing adherence
 - Strategies to improve adherence. Motivational interviewing
 - Other interventions to improve adherence
- Therapeutic relationship and communication skills
 - Clinical Relationship Models
 - Basics of Human Communication
 - Physiotherapy and communication
 - Communication for Care
 - Empathy
 - Active listening
 - Assertiveness

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class.
- Case method.
- Learning based on workshop teachings Simulation environments.

6. LEARNING ACTIVITIES

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

Campus-based mode:

Learning activity	Number of hours
Lectures	25
Practical application seminars	5
Analysis and resolution of cases	30
Preparation of reports and writings	4
Activities in workshops and/or laboratories	8
Autonomous work	56
Debates and colloquia	8
Tutoring	12
Face-to-face assessment tests	2
TOTAL	150 h

Activity 1. Attendance at simulations (4 sessions)

Attendance and participation in these sessions are essential to your ability to develop appropriate communication strategies for the practice of physiotherapy. As such, only one unjustified absence will be allowed, failure to more than one simulation will automatically imply the failure of the subject in the ordinary call, and the student must recover the simulation in the extraordinary call.

Simulation sessions are hypothetical situations where each participant assumes a specific role. In our case, it will be a specific clinical situation where we develop: Active listening and assertiveness, Empathy, Management of aggressive patients and Motivation to adhere to a treatment plan. Students will be encouraged to participate in the play. Then, they will discuss and evaluate their own therapeutic skills according to the elements previously worked on in the master classes.

Activity 2. Reading, analysis and debate of an article related to the Biopsychosocial Model.

Borrell-Carrió, F., Suchman, A., Epstein, R. (2004) The Biopsychosocial Model 25 years later: Principles, Practice and Scientific Inquiry. *Annals of Family Medicine*. Vol.2(6).

Type of activity: Theoretical, self-learning enriched with a group discussion. This activity will be evaluated in **a group** (groups of maximum 5 students)

An article will be posted on the virtual campus that students must read, and then make a written submission that will respect the rules explained below. The delivery will be followed by a class discussion on some questions that the teacher will choose previously. The activity represents **10% of the total grade of the subject** in the ordinary call, with 50% of the grade of activity 2 being considered the delivery of the text (which will be computed as Research and projects) and 50% of the grade of activity 2 the class debate (which will be counted as oral presentations).

The activity is aligned with the pillar of the Data-Driven Academic Model and Research Concern

Activity 3. Interview with a professional in the treatment of chronic pain

Type of activity: Reflective and self-learning. It will be carried out in groups of 5 students maximum.

Students will be in charge of conducting an interview with a non-physiotherapist health professional (psychology, medicine, pharmacy or other professionals) who has experience in the treatment of chronic pain. The interview must be recorded in video format, including audio, and must last between 3 and 5 minutes.

The activity will be aligned with the **Transdisciplinary Pillar** of the Academic Model of the European University.

The activity represents **15% of the total grade of the subject** in the ordinary call, (which will be computed as Research and projects).

Activity 4. Preparation of an article and oral presentation on Pain Management Strategies and Techniques.

Type of activity: Theoretical and self-learning, enriched with an oral presentation of the contents worked on. This activity will be evaluated in a **group** (groups of maximum 5 students).

To demonstrate their understanding of the concepts related to the treatment of Chronic Pain, an article based on scientific documents will be prepared and a subsequent group oral presentation of the contents of the document will be prepared.

The activity represents **15% of the total grade of the subject** in the ordinary call, (which will be computed as Oral Presentation).

The activity is aligned with the pillar of the Data-Driven Academic Model and Research Concern.

Activity 5. Portfolio.

Type of activity: Reflective and self-learning. Carried out individually.

Students will have to submit a written reflection in which they link the theoretical content acquired in the subject with their future professional perspective and their current experiences. The students' reflection will be enriched through a subsequent debate. Theoretical-practical linkage.

The activity represents **10% of the total grade of the subject** in the ordinary call, (which will be counted as Research and Projects).

Activity 6. Proof of knowledge of all the subject taught.

A multiple-choice knowledge test with 40 questions with three answer options, only one correct. Incorrect answers are subtracted. Option not to respond to any of the alternatives. Correction formula:
Activity 6 grade = $(0.25 * \text{Correct answers} - 0.125 * \text{Errors})$.

7. EVALUATION

The evaluation systems are listed below, as well as their weight on the total grade of the subject:

Campus-based mode:

Evaluation system	Weight
Face-to-face assessment test	50%
Oral presentations	20%
Research and projects	30%

Ordinary call

To pass the subject in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

It will be necessary to obtain a grade equal to or greater than 5.0 in activity 7, and an attendance of at least 75% of the simulations in order to calculate the overall average grade of the subject.

(https://universidadeuropea.com/resources/media/documents/CRITERIOS_CAMBIO_PRUEBAS_DE_EVALUACION_UEM_Aprobado_vABRIL2.pdf).

Extraordinary call

To pass the subject in extraordinary call, the student must:

Obtain a grade greater than or equal to **5.0 out of 10.0 in the final grade** (weighted average) of the subject.

It will be necessary to obtain at least a **5.0 in activity 6** of theoretical knowledge.

Recover, in case of non-attendance at any of the simulations, the simulation activities. To do this, the student will have to take a retake test that will consist of carrying out a simulation scenario chosen at random from among the scenarios that the student has not attended, whose theme the student will not know. The correction will be carried out by agreement between judges, with the teachers of the subject proceeding to correct it by means of a previously established rubric.

Students who have not achieved an average grade of 5.0 because they have not submitted the activities corresponding to oral presentations and/or research and projects or because their grades in any of them do not reach 5.0 will have the possibility of submitting them, individually in an extraordinary call.

8. SCHEDULE

This section indicates the schedule with delivery dates of assessable activities of the subject:

Assessable activities	Date
Activity 1. Simulation attendance (4 sessions)	Weeks 1 to 17
Activity 2. Reading and analyzing an article related to the Model	Week 3 to 4

Biopsicosocial.	
Activity 3. Interview with a professional in the treatment of chronic pain	Weeks 6 to 10
Activity 4. Preparation of an article and oral presentation on Pain Management Strategies and Techniques	Week 11 to 14
Actividad 5. Portfolio	Weeks 1 to 17
Activity 6. Objective Knowledge Test	Week 17

This schedule may be modified for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

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10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and equal opportunities.

This Unit offers students:

1. Accompaniment and follow-up through the realization of personalized counseling and plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, in those students with specific educational support needs, thus pursuing equality of opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of the degree

Students who need educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to detect strengths and areas for improvement in the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.