



Information about the subject

Degree: Bachelor of Science Degree in Physiotherapy

Faculty: Faculty of Medicine and Health Sciences

Code: 241204 **Name:** Psychology

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: MODULE 1: BASIC FORMATION

Subject Matter: Applied psychosocial sciences **Type:** Basic Formation

Field of knowledge: Health Sciences

Department: Medical Specialities

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

MODULE 1: BASIC FORMATION

Subject Matter	ECTS	Subject	ECTS	Year/semester
Anatomy	18,00	Anatomy I	6,00	1/1
		Anatomy II	6,00	1/2
		Cellular and Molecular Biology	6,00	1/1
Physiology	18,00	Biomechanics and Applied Physics	6,00	2/1
		Physiology I	6,00	1/2
		Physiology II	6,00	2/1
Applied psychosocial sciences	12,00	Anthropology	6,00	1/2
		Psychology	6,00	1/2
Statistics	6,00	Biostatistics	6,00	1/1
Modern Language	6,00	English	6,00	1/1

Recommended knowledge

Pre-requisites: None established



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Knows the main disciplines that make up the psychological sciences, their foundations and areas of work.
- R2 Distinguishes the different levels of organization of behavior and mental processes.
- R3 Identifies the factors that influence human growth and development throughout life.
- R4 Knows the psychological and social factors that influence the health/disease status of the individual, family and community.
- R5 Knows the theories of communication and encourages the use of interpersonal skills
- R6 Knows the physiological basis of behavior and mental processes and reasons about them.
- R7 Properly interprets both the verbal and non-verbal components of a message.
- R8 Identifies the model of care required by the patient.
- R9 Systematizes the different phases of a clinical interview
- R10 Knows the ethical implications derived from the clinical interview.
- R11 Searches for bibliographic information from different sources and know how to analyze it with a critical and constructive spirit.
- R12 Critically analyses the work.
- R13 The student is able to write a comprehensible and organized text on various aspects of the psychological sciences.
- R14 The student can identify psychopathological factors that should be corrected as part of the intervention plan.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students demonstrate knowledge and understanding in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			X	
CB2	Students know how to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study.			X	
CB3	Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.			X	
CB4	Students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	
CB5	Students develop those learning skills necessary to undertake further studies with a high degree of autonomy.			X	
GENERAL		Weighting			
		1	2	3	4
CG4	Assess the functional state of the patient, considering the physical, psychological and social aspects.			X	
SPECIFIC		Weighting			
		1	2	3	4
CE3	Students identify the factors that influence human growth and development throughout life.			X	



CE8	The psychological and social factors that influence the health/disease status of the individual, family and community.				X
CE9	Students assimilate theories of communication and interpersonal skills.				X
CE11	Students identify the factors involved in teamwork and leadership situations.				X
CE23	Students comprehend the impact of socio-health policies on professional practice	X			
CE44	Students cope with stress, which involves the ability to control oneself and one's environment in stressful situations.				X
CE48	Students manifest a high degree of self-concept, with optimal self-acceptance, without self-centeredness but without prejudices.				X

TRANSVERSAL

Weighting

		1	2	3	4
CT1	Decision-making			X	
CT2	Problem solving.			X	
CT3	Capacity for organization and planning.				X
CT4	Analysis and synthesis capacity.			X	
CT5	Oral and written communication in the native language.				X
CT6	Information management capacity.			X	
CT7	Computer skills related to the field of study.		X		
CT8	Knowledge of a foreign language.	X			
CT9	Ethical commitment.				X
CT10	Teamwork.				X
CT11	Interpersonal relationship skills.				X



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CT12	Work in an interdisciplinary team				X
CT13	Critical Reasoning				X
CT14	Work in an international context.	X			
CT15	Recognition of diversity and multiculturalism	X			
CT16	Motivation for quality				X
CT17	Adaptation to new situations.				X
CT18	Creativity		X		
CT19	Autonomous learning			X	
CT20	Initiative and entrepreneurship		X		
CT21	Leadership.	X			
CT22	Knowledge of other cultures and customs	X			
CT23	Sensitivity to environmental issues.	X			



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8	20,00%	OPEN QUESTIONS: Written exam in which theoretical knowledge and the student's ability to relate, integrate and express it coherently in written language are evaluated. It allows the following generic or transversal skills to be assessed: 4 Capacity for analysis and synthesis. 3 Capacity for organisation and planning. 5 Oral and written communication in the native language. 8 Knowledge of a foreign language. 2 Problem-solving 19 Autonomous learning.
R1, R2, R3, R4, R5, R6, R7, R8	40,00%	TEST TYPE: Multiple choice test with one correct answer out of five possible ones. It allows the student to know in greater detail the contents acquired by him/her. It allows the following generic or transversal competences to be assessed: 2 Problem solving 1 Decision making 13 Critical thinking
R1, R2, R3, R4, R5, R6, R7, R8, R11, R12, R13	20,00%	WORKS: The student, individually or in a group, elaborates a revision or research topic and presents it, in writing, for the evaluation by the teacher. The following generic or transversal competences are valued: 4 Capacity for analysis and synthesis. 3 Capacity for organisation and planning. 7 Computer skills. 6 Information management skills. 10 Teamwork. 14 Working in an international context. 11 Interpersonal skills. 13 Critical thinking. 19 Autonomous learning. 18 Creativity. 21 Leadership. 20 Initiative and entrepreneurship. 16 Motivation for Quality. 70 Maintaining an attitude of learning and improvement. 72 Knowing one's own skills and limitations.



	0,00%	PRACTICAL EXAM: The student is faced with a test in which s/he must demonstrate through practical application the acquisition of certain knowledge. For example, histological or anatomopathological diagnosis, image interpretation or diagnostic tests. This test evaluates the following generic or transversal skills: 13 Critical reasoning. 19 Autonomous learning.
R1, R2, R3, R4, R5, R6, R7, R8	20,00%	PRESENTATION: The student develops, through an oral presentation, supported or not by audiovisual means, a subject or work commissioned by the teacher. This is the method of evaluation of the Final Degree's Project. At the end of the presentation, the teacher or the audience can ask questions.
R1, R2, R3, R4, R5, R6, R7, R8	0,00%	ATTENDANCE AND PARTICIPATION IN CLASS: The teacher evaluates the participation, involvement and progression of the student's acquisition of knowledge and skills during the theoretical and practical classes. It will not exceed 5% of the final grade.

Observations

20% of the final grade corresponding to the work will be evaluated through continuous evaluation throughout the semester, carrying out different activities that the teacher will propose.

MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Master class Problem solving Exposition of contents by the teacher. Explanation of knowledge and skills
- M3 Problem solving and case studies Social action activities
- M4 Personalized attention. Period of instruction and/or guidance by a tutor with the aim of analyzing with the student their work, activities and their evolution in learning the subjects.
- M5 Set of tests carried out to know the degree of acquisition of knowledge and skills of the student.
- M11 Oral presentation
- M12 Group work: Group work sessions supervised by the teacher. Knowledge construction through student interaction and activity.
- M14 Group work to search, discuss and filter information about the subjects
- M16 Student's study: Individual preparation of readings, essays, problem solving, seminars.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M1	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R14	35,00	1,40
Practice lessons M3, M12	R1, R2, R3, R4, R5, R6, R7, R8, R9, R11, R12, R13, R14	12,50	0,50
Seminar M11	R3, R4, R5, R11, R12, R13	5,00	0,20
Office Hours M4, M5	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14	5,00	0,20
Assessment M5, M11	R1, R2, R3, R4, R5, R6, R9, R10, R14	2,50	0,10
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M16	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14	70,00	2,80
Group work M14	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14	20,00	0,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UNIT I.- INTRODUCTION TO PSYCHOLOGY	<p>Presentation of the subject.</p> <ol style="list-style-type: none">1. Introduction to psychology.2. Biological bases of behaviour.3. The life cycle.4. Learning.
UNIT II.- BASIC PSYCHOLOGICAL PROCESSES	<ol style="list-style-type: none">5. Thought, language and intelligence.6. Attention and memory.7. Motivation and emotion.8. Personality.
UNIT III.- PSYCHOSOCIAL PROCESSES THAT INTERVENE IN THE BEHAVIOUR HUMAN	<ol style="list-style-type: none">9. Introduction to social psychology.10. Concept and structure of group. Leadership.11. Rules and roles.12. Social influence: Communication and persuasion. Approval and obedience.13. Attitude, prejudice, attraction and interpersonal relationships.
UNIT IV.- BASIC ASPECTS OF THE RELATIONSHIP BETWEEN HEALTH PERSONNEL AND PATIENTS	<ol style="list-style-type: none">14. Acute pain and chronic pain.15. Adhesion to treatments.16. Verbal and nonverbal language.17. Social skills for physiotherapist.



Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT I.- INTRODUCTION TO PSYCHOLOGY	5,00	10,00
UNIT II.- BASIC PSYCHOLOGICAL PROCESSES	5,00	10,00
UNIT III.- PSYCHOSOCIAL PROCESSES THAT INTERVENE IN THE BEHAVIOUR HUMAN	10,00	20,00
UNIT IV.- BASIC ASPECTS OF THE RELATIONSHIP BETWEEN HEALTH PERSONNEL AND PATIENTS	10,00	20,00



References

MAIN BIBLIOGRAPHY

1. Ballesteros Jiménez S, García Rodríguez B. Procesos psicológicos básicos. Madrid: Universitas; 2001.
2. Caballo V. Manual de evaluación y entrenamiento de las habilidades sociales. Madrid: Siglo XXI; 2015.
3. Carlson N. Fisiología de la conducta. Madrid: Pearson Educación; 2014.
4. Gaviña E, López Saez M, Cuadrado Guirado M. Introducción a la psicología social. Madrid: Sanz y Torres; 2013.
5. Merayo A, Bravo E, Gordon F. La comunicación con el paciente. [S.l.]: Elsevier; 2014.
6. Morrison V, Bennett P. Psicología de la salud. Madrid: Pearson Prentice Hall; 2013.
7. Morris C, Maisto A, Pecina Hernández J, Ortiz Salinas M. Introducción a la psicología. México: Prentice-Hall Hispanoamericana; 2001.
8. Papalia D, Olds S. Psicología. México: Mc Graw-Hill; 1998.
9. Wade C, Travis C. Psicología. Madrid: Pearson Prentice Hall; 2008

SUPPLEMENTARY BIBLIOGRAPHY

1. Cantero Vicente M, Navarro Soria I, Pérez Pérez N. Psicología del desarrollo humano. San Vicente, Alicante: Club Universitario; 2011.
2. Frankl V. El hombre en busca de sentido. Barcelona: Herder; 2004.
3. Frankl V. El hombre doliente. Barcelona: Herder; 1987.
4. Kandel E, Schwartz J, Jessell T. Principios de Neurociencia. Madrid: McGraw Hill-Interamericana; 2001.
5. Ortiz E, Prats Mora J, Arolas G. La persona completa. Valencia, España: E DICEP; 2004.
6. Palmero F, Martínez Sánchez F, Huertas Martínez J. Motivación y emoción. Madrid: McGraw Hill; 2008.
7. Papalia DW, Wendkos S. Psicología del desarrollo. Madrid: McGraw-Hill; 2001



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: