

**COURSE DATA****Data Subject**

<b>Code</b>	33004
<b>Name</b>	Disability psychology
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1202 - Degree in Physiotherapy	Faculty of Physiotherapy	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1202 - Degree in Physiotherapy	4 - Psychology	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
BOTET LAHUERTA, RAFAEL	306 - Social Psychology
ROMERO CARRASCO, ESPERANZA MARIA	306 - Social Psychology
ZURRIAGA LLORENS, M.DEL ROSARIO	306 - Social Psychology

**SUMMARY**

This subject is located in the first academic year of the degree in Physiotherapy. In this subject, it will be considered the issues and theories of social psychology that can be relevant to analyze and understand the psychosocial dimensions involved in disability as human and social phenomenon. Also are discussed issues related to social interaction between therapist-patient and even inside the rehabilitation team, because these are important for their implications in the therapeutic process.

Definitively it aims to motivate students to learn the basic content of social psychology that can be applied to physical disability and to the different types of interactions that occur around the physiotherapy treatment. This knowledge will contribute to the formation of qualified professionals for the functions that society demands.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Academic prerequisites are not necessary

## OUTCOMES

### 1202 - Degree in Physiotherapy

- Respect fundamental rights and equality between men and women.
- Recognise diversity, multiculturality, democratic values and peace culture.
- Recognise equal opportunity and accessibility for people with disability.
- Work in teams.
- Have the ability to organise and plan work.
- Know the psychological and social factors that affect the health/disease processes of individuals, families and communities.
- Know communication theories and interpersonal skills.
- Know the factors involved in teamwork and in leadership situations.
- Know the behaviour changes that may occur as a consequence of the application of Physiotherapy.
- Know how to face stress (self-control and control of external environment in stressful situations).
- Know how to motivate other people.
- Understand the psychological aspects involved in the physiotherapist-patient relationship.

## LEARNING OUTCOMES

- That the students know the contributions that Social Psychology can offer to health, illness and disability.
- That the students be aware of the importance of psychosocial factors in the practice of physiotherapy.
- That the students acquire skills to deal effectively with situations arising from physical therapist-patient relationship and interaction with other professionals.
- To familiarize students with the sources of psychological information about the problems caused by situations of illness and / or disability.



- That the students acquire the competencies of the subject.

## DESCRIPTION OF CONTENTS

### 1. Psychosocial aspects of physical disabilities

- Concept and object of psychology. Aims of Psychology. Perspectives in Psychology. Fields of Psychology. Historical development. Scientific psychology. Research Methods. Social Psychology.
- Disability: Different models for the treatment of disability. The concept of disability. Psychosocial aspects of physiotherapy on disability.
- Loss: Introduction to the concept of mourning and death. Diagnosis and evaluation. Intervention in mourning.
- Stress and coping: Stress concept. Sources of stress. Levels of stressors. Factors that determine the evolution of an event as stressful. Stress response. Coping with stress.

### 2. Psychosocial approach to health and illness

- The concept of health: Historical approach to the concepts of health and illness Health Psychology. Theoretical and strategies of intervention for changing health behaviors.
- Compliance (adherence) of therapeutic prescriptions: Statement of the problem. Concepts and theories. Assessment of adherence. Factors associated with adherence. Functional analysis of adherence. Strategies to promote adherence.
- The hospital and the psychosocial aspects of hospitalization: hospital organizations. Consequences of hospitalization. Psychosocial Action of the hospital on the patient. Forms of patient response to hospitalization. Improving effects of hospitalization.

### 3. Communication and relationships between healthcare personnel and patients

- Interpersonal communication: Concept of communication and elements. The systemic school. Types of communication. Problems and barriers to communication. Nonverbal communication. Active listening. Public speaking skills. Assertive communication.
- Communication between health professionals and patients: Functions and forms of communication. Factors influencing communication. Improving communication between clinicians and patients.
- Monitoring and evaluation techniques: Observation. Self-observation. Questionnaire. The interview.

### 4. Basic psychosocial processes

- Attitudes: Concept. Components. Functions.
- Stereotypes: Definition of stereotype. Relationship between stereotype and prejudice and discrimination. Controversial issues in the conceptualization of stereotypes.
- Social Perception: Definition and types of social perception. Factors influencing impression formation.
- Processes of social attribution: How do we explain the behavior of others?. The fundamental error of attribution.
- Altruism and helping behavior. Prosocial behavior. Characteristics of the situation and the person that



promote helping behavior. Costs and benefits to help or not. Helping behavior from the point of view of the receiver.

### 5. Labour aspects of healthcare professionals

- Burnout in health care workers: Sources of occupational stress in healthcare background. Responses to occupational stress.
- Group processes and teamwork: Group definition. Characteristics. Types of groups. Group functions. Structure and dynamics of group. Groups and work. Strategies to promote group productivity. Work teams.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	40,00	100
Classroom practices	20,00	100
Attendance at events and external activities	2,00	0
Development of group work	15,00	0
Study and independent work	25,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	20,00	0
Preparation of practical classes and problem	15,00	0
Resolution of case studies	8,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

The teaching-learning methodology, will be framed in the cognitive-constructivist theory of learning that emphasizes the active behaviour of the student. The students will be the protagonist of their education and he or she will seek to develop meaningful learning based on prior knowledge. The professor will act as mediator and facilitator of the learning process using motivational techniques, modeling, maieutics, introspection and problem-solving.

Specifically, the following types of activities will be carried out:

Lectures. The method used will be the participatory lecture to present the contents of the subject. For this, each session will start with an schema of the contents to be addressed, and will end by highlighting the relevant aspects covered. Participatory intervention of the studentes will be enhanced.



Practices. Activities consisting of exercises, analysis of clinical cases, simulations, role playing, group dynamics and video analysis will be carried out in order to deepen and practice the concepts presented in the theoretical classes. These activities will be both individual and group

Individualized or group tutoring sessions will be scheduled for the appropriate follow-up of training activities.

## EVALUATION

The evaluation of the competences acquired by students will be based on marks of the final exam and Individual and group activities. There will be also a continuous assessment of students based on their attendance and observation of their attitude and participation in various training activities. The mark for the subject is subjected to “Normativa de Calificaciones de la Universitat de Valencia”.

This evaluation is specified as follows:

- The knowledge acquired in the theoretical part will be assessed by means of an objective test-type exam of 30 questions with four alternative response choices. The correction formula is: correct answer - (errors / number of options - 1). This exam accounts for 60% of the final mark. It is necessary to pass this exam in order to add the marks obtained in the graded activities of the practical part. If there is no mark in this section, the mark will be NOT PRESENTED, regardless of the marks obtained in the evaluation of the practical part of the subject.
- The competences acquired in the practical part will be assessed by carrying out and subsequent presentation of four group assignments (40% of the final grade). It is necessary to carry out and present these works to pass the subject. In the mark of the practical part, attendance and participation in these four group activities will be considered, as well as their oral presentation.
- It is necessary to obtain a minimum score of 3 (out of 6) in the theoretical part and of 2 (out of 4) in the practical part to be able to add both scores. The marks obtained in the practical part will be kept until the second call of the academic year but will not be saved for the following academic years.
- If the number of students with final marks above 9 does not exceed the number of honors allowed by the regulations of the University, the students with the highest marks will directly obtain the honors. In case that the number of students with marks above 9 exceeds the number of honors allowed by university regulations, it may be necessary for these students to present additional work consisting of solving a clinical case to apply the knowledge acquired in the subject.
- The copy or plagiarism of any part of the evaluation task will make it impossible to pass the course, submitting to the appropriate disciplinary procedures (artículo 13. d) del Estatuto del Estudiante Universitario (RD 1791/2010, de 30 de diciembre)





## REFERENCES

### Basic

- Amigo, I., Fernández, C. y Pérez, M. (2009). Manual de Psicología de la Salud. Madrid: Pirámide.
- Catalán, D.J., Rocamora, E., Ruiz, E. (2006). Aspectos psicosociales de la fisioterapia en la discapacidad. Fisioterapia 2006; 28(1): 23-28.
- Guillen, C. y Guil, R. (1999). Psicología del Trabajo para Relaciones Laborales. Madrid: McGraw- Hill.
- Hogg, M.A. y Vaughan, G.M. (2010). Psicología Social. Madrid: Médica Panamericana.
- León, J.M. y Medina, S. (2002). Psicología Social de la Salud : Fundamentos Teóricos y Metodológicos. Sevilla: Comunicación Social, Ediciones y Publicaciones.
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- Llor, B., Abad, M.A.; García, M. y Nieto, J. (1995). Ciencias Psicosociales aplicadas a la salud. Madrid: MacGraw-Hill.
- Morales, J.F. y Huici, C. (Coordinadores). (2003). Psicología Social. Madrid: McGraw-Hill.
- Morrison, V. y Bennet, P. (2008). Psicología de la Salud. Madrid: Pearson Educación.
- Nomen, L. (2007). El duelo y la muerte. Tratamiento de la pérdida. Madrid: Pirámide.
- Rodríguez, B., Fernández A. (2002). Intervenciones sobre problemas relacionados con el duelo para profesionales de Atención Primaria (II): intervenciones desde Atención Primaria de salud. MEDIFAM Vol. 12 (276-284)
- Rodríguez-Marín, J. y Neipp, C. (2008). Manual de Psicología Social de la Salud. Madrid: Síntesis.
- Trechera-Herreros J.L. (2007). Trabajar en equipo: talento y talante. Técnicas de dinámica de grupos. Descleé de Brouwer.
- Van der Hofstadt, C. (2005). El libro de las habilidades de comunicación. Madrid: Diaz de Santos.

### Additional

- Rueda, M.B. y León, A. (2003). Estrategias de afrontamiento y proceso de adaptación a la lesión medular (Serie Estudios nº 10). Madrid: Ministerio de Trabajo y Asuntos Sociales.
- Leon, J.M.; Barriga, S.; Gomez, T.; Gómez, B. y Medina, S. (1998). Psicología Social: Orientaciones Teóricas y Ejercicios Prácticos. Madrid: MC Graw-Hill.
- Myers, D.J. (2005). Psicología Social. México: McGraw-Hill.
- Palacios, A. y Bariffi, F. (2007). La discapacidad como una cuestión de derechos humanos: Una aproximación a la Convención Internacional sobre los Derechos de las Personas con Discapacidad. Ediciones Cinca. Colección telefónica accesible.
- García González, J. (Coord.) (2016). Competencias sociales en las relaciones interpersonales. Madrid: Pirámide.



## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **1. Contents**

The contents initially included in the teaching guide are maintained.

### **2. Workload and temporary teaching planning**

The proportion of the different activities that add up to the hours of dedication in ECTS credits marked in the original teaching guide has been maintained.

### **3. Teaching methodology**

Depending on the needs, teaching will be adapted to the blended or non-classroom mode, through the implementation of the corresponding teaching strategies (i.e. hybrid teaching, videoconference sessions, voice-over presentations, videos or additional multimedia material).

The tutorials may be conducted virtually, following the guidelines of the Universitat de València, via e-mail or videoconference, through the Blackboard Collaborate or Teams platform.

### **4. Evaluation:**

The final evaluation tests will be presential, and only in case of problems caused by the evolution of the pandemic, final evaluation tests will be done online through Aula Virtual of the Universitat de València.