

BSc in Physiotherapy

INTEGRATED COURSE TITLE: GENERAL PSYCHOLOGY AND SOCIOLOGY
NUMBER OF ECTS CREDITS: 6
SSD: M-PSI/01, M-PSI/06, SPS/08
MODULE CONVENOR: PROF.SSA SONDRADOLAMENTI
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MODULE: GENERAL PSYCHOLOGY
NUMBER OF ECTS CREDITS: 2
SSD: M-PSI/01
PROFESSOR: [SUSANNA CORDONE](#)

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MODULE: WORK AND ORGANIZATIONAL PSYCHOLOGY
NUMBER OF ECTS CREDITS: 2
SSD: M-PSI/06
PROFESSOR: [SONDRADOLAMENTI](#)

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MODULE: SOCIOLOGY OF CULTURAL AND COMMUNICATIVE PROCESSES
NUMBER OF ECTS CREDITS: 2
SSD: SPS/08
PROFESSOR: [PADUA DONATELLA](#)

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PREREQUISITES

No preliminary knowledge is required before the beginning of the lessons.

LEARNING OBJECTIVES

At the end of the course the student should be able to understand the psychological implications of behaviors, thoughts and feelings about their work, especially in the health care setting. The student will understand the implications of motivational processes, leadership, training in work management and learn how these issues influence the well-being and effectiveness of individuals, groups and health care organizations.

The integrated course also has the following learning objectives:

- To provide basic knowledge on the theoretical and methodological principles of analysis and research in the field of general psychology;
- To illustrate the basic neuroscientific foundations of psychology, with reference to the principles of the anatomy physiology of the brain;
- Elaborate knowledge on the functioning of the mind and behaviour;
- To provide the main knowledge about the functioning of the different cognitive domains and higher mental functions;

- To know the principles of health psychology and stress management;
- To provide the students with the basics of Sociology in the field of cultural and communicative processes and innovative tools for cultural and communicative analysis of the digital and offline environment from the interdisciplinary perspective of the Sociology of Digital;
- To provide the Health professional of the future with a flexible, adaptive, agile mindset ready to capture the deeper meaning of a sustainable digital transformation and the resulting innovative impact at a socio-cultural and communicative level, at the micro, meso and macro level;
- To learn the context and understand the culture in which new communication models and digital strategies are designed through innovative holistic transdisciplinary models based on case studies such as the 'Four Paradigm Model';
- To analyse and develop communication skills within the digital ecosystem.

LEARNING OUTCOMES

At the end of the course, the student is expected to achieve the following:

Knowledge and comprehension skills

- to know the role of attitudes at work and within a working relationship (job satisfaction, organisational commitment, attitudes and behaviour, etc.);
- to know the different theoretical approaches to the role of motivation in the workplace (objectives and self-regulation, self-concept and differences in motivation, etc.);
- to know the role of worker training and its development in increasing work competences (transfer of learning, evaluation of training, factors influencing performance, etc.);
- to know the genesis of work stress and the effects of well-being in the workplace (consequences and cost of work stress, interventions to promote employee well-being, etc.);
- to learn about leadership and the different leadership styles and the most effective ones in health care;
- to know what determines the quality of health care in the complexity of a changing health care system;
- to understand the characteristics of the different theoretical approaches of psychology and to elaborate and integrate knowledge about the functioning of the mind and behaviour in relation to professional practice and emotional involvement with the patient;
- to know the cultural and communicative paradigms of the complex society and the understanding of their change in the transition from the modern age to the 3.0 era (Digital Cultural Transformation) with particular regard to the impact of digital technology (e.g. AI, IOT, 5G) on society and the individual;
- to understand the difference between the 4 paradigms of digital transformation and their impact on society;
- to know the new online and offline modes of communication, particularly in the context of health and the

doctor-patient relationship;

- to know the basics of the principles of anatomy and physiology of the brain.

Applying knowledge and understanding

Ability to apply knowledge and understanding:

- Being able to apply one's knowledge both to identify problems related to work organisation and to propose solutions;

- To be able to implement the main strategies oriented towards personal training and learning to favour one's own professional growth;

- Manage the emotions involved in relationships with leadership, with other colleagues, with patients;

- To implement the determinants that favour the quality of healthcare provided;

- Know how to apply sociological paradigms such as relationship, trust, complexity to the digital ecosystem within which organisations develop their Digital Transformation strategies;

- Knowing how to apply the tools and method of the Four Paradigm Model, i.e. how to interpret, apply and present the interpretative/communicative-cultural models of reference, but also how to develop practical projects. Specifically, the student will have the opportunity to collaborate with colleagues to identify cases of application of the paradigms to the world of Health and will apply the knowledge to real case studies;

- Assist people with health problems by learning about cognitive, adaptive and emotional processes in healthy individuals and those facing acute, chronic and chronic/degenerative disease processes.

Communication skills

Abilities related to communication:

- To be able to effectively communicate information and ideas to one's colleagues and management, and to discuss problems and propose solutions;

- Be able to describe and hold conversations on topics concerning the methods of investigation in psychology and the structural and functional characteristics of mental and cognitive processes using scientific terminology correctly;

- have a good command of the socio-technical-communicative vocabulary of the subject. Through participation in the various course activities - lectures with classroom discussions, presentations of results of group work, written examinations, workshops - the student will learn to put these communication skills into practice in different contexts, thus acquiring additional rhetorical and argumentative skills, which are indispensable for his professional career.

Making judgements

- Being able to formulate one's own assessment or judgement on the organisational well-being present in the work organisation, based on one's own knowledge of work psychology and on the interpretation of information derived from organisational factors that characterise the work environment;

- being able to observe and collect additional information to achieve greater knowledge and awareness of the elements to be considered in the organisational environment
- being able to assess the type of leadership implemented and the possible outcomes in the organisational context
- being able to recognise and assess work-related stress
- being able to evaluate the training programmes offered and assess their possible positive repercussions on one's own professional growth
- be able to recognise and evaluate the fundamental determinants characterising quality healthcare
- possess problem analysis skills and the ability to identify the information necessary for their solution. Specifically, problem solving, self-management, teamwork, interpersonal and communication skills will be adequately developed, which will enhance and make disciplinary skills more expendable, particularly in the working context of the physiotherapy profession
- be able to draw conclusions independently about the results of research conducted on the topics taught.

Learning skills

The knowledge acquired during the course will allow the student a good level of understanding and autonomous interpretation of psychological, cultural, communicative and adaptation models in the context of health, specifically with regard to the world of physiotherapy. The student will develop a good knowledge of the fundamental aspects of the subject, which will enable him/her to continue to explore the topics addressed independently and to undertake post-graduate professional training. He/she will also be able to draw on bibliographic sources relating to evidence-based practice, in order to constantly update and acquire new skills.

COURSE SYLLABUS

Syllabus General Psychology

Topics covered:

- The science of psychology: the nature and definition of psychology, theoretical models, methods of research, the brain and behavior.

GENERAL PRINCIPLES OF PSYCHOLOGY

- What is psychology?
- History of psychology
- Main psychological perspectives

THE NEUROSCIENTIFIC FOUNDATIONS OF PSYCHOLOGY

- The brain: principles of anatomy and physiology
- Research in psychology

HIGHER MENTAL FUNCTIONS

- Learning
- Memory
- Language
- Intelligence

- Problem solving and reasoning
- Memory

STRESS AND HEALTH

- Theoretical models of health and the role of psychological stress in disease development
- Chronic pain management

Syllabus Work and Organizational Psychology

The contents of the program will be divided into the following teaching units, equal to a total of 20 hours of classroom lessons:

- attitudes at work and work relationship (job satisfaction, organizational commitment, attitudes and behavior, etc.)
- approaches to motivation in the workplace (goals and self-regulation, self-concept and differences in motivation, etc.)
- training and development (transfer of learning, assessment of training, factors that influence performance, etc.)
- stress and well-being at work (the consequences and the cost of work stress, interventions to promote employees' well-being, etc.)
- leadership
- quality of health care in the complexity of a changing health care system.

Syllabus Sociology of Culture and Communicative Processes

The purpose of this course is to guide students towards understanding the deeper levers of a Digital Transformation (DT) which today must combine profit with sustainable social impact, particularly in the world of health and healthcare organizations and of the profession of the physiotherapist . To this end, students will be involved in exploring the socio-cultural-communicative, technological-social and marketing evolution that takes place around their lives, revealing the ultimate meaning of 'patient-centricity' and how this cultural and communicative process strategically falls within the phenomenon of digital transformation. The achievement of these objectives is possible through the application of the Digital Transformation Social Mindset (DTSM) model, that is, a set of cultural, communicative, and organisational "social markers" based on ethical and sustainability values. Built on the guidelines of the DTSM, the Four Paradigm Model (FPM) is introduced to students as a tool for analyzing, even in comparative terms, the DT strategy of an institution. Within the FPM, the FPM Radar measures the level of DTSM, indicating areas of strength and improvements to institutions.

The following topics will be addressed, and distributed in the following modules:

Module 1: Introduction to the Course

- Course Overview
- Objectives and didactic tools of the course
- Assessment method and teaching materials
- Contact Information

Module 2: Sociology of Cultural and Communicative Processes (CCP): basics

- Why studying Sociology of CCP?
- How was it born? What is the Sociology of CCP for?
- What does it deal with (key Theories, Paradigms)?
- Why the Sociologist of CCP in the Health sector?

Module 3: From Digital Transformation to Digital Cultural Transformation

- Digital Transformation and Digital Culture

- Cultural & Mindset Transformation and the Three Paradoxes of Change
- An unpredictable era at the time of Covid-19
- The Digital Transformation Social Mindset
- Application of the principles of 'Patient centrality'
- AI and digital Culture
- Launch of Groupworks

Module 4: Exploring the Digital Ecosystem via the 'Four models'

- 1st model: From Top-down to Bottom-up
- 2nd model: Connecting Dots
- 3rd model: Horizontality
- 4th model: Sharing

- Conclusion of the Course, Rehearsal

COURSE STRUCTURE

The method of conducting the lessons is face-to-face, amounting to a total of 60 classroom hours, in modules of 2-4 hours depending on the academic calendar.

The face-to-face lessons are interactive and, according to a participatory methodology, follow the flipped classroom mode, enquiry learning and group discussions, also in written form, forums, through the Webapp platform.

The educational objective will also be achieved through reflective or self-directed learning and through the preparation of papers to be completed at the end of the lesson on real cases and Instant tests for rapid feedback on learning on a weekly basis. The outcomes of group work are presented in the classroom: students are encouraged to prepare communicatively effective presentations and to present their work in the classroom in English.

Seminars and workshops or webinars by highly professional external experts are provided as opportunities for in-depth study and practical application.

The course is delivered entirely in English.

COURSE GRADE DETERMINATION

For the purposes of assessing preparation, it is obligatory for students to have reached the minimum frequency threshold for admission to the examination, 75%, as laid down in the Degree Course Regulations. The test involves the administration of three multiple-choice tests, one for each topic, of 10 questions each. Each question consists of 5 answers of which only 1 is correct. The time allowed is 75 minutes. For the awarding of the final mark, 1 point will be awarded for each correct answer, no penalty for incorrect answers or omissions; those who answer 30 questions correctly will be awarded honours. Students who, by virtue of the recognition of previous careers will have to take partial additions to the syllabus, will take the examination of the module to be integrated orally.

The following criteria will be used to determine the result:

Not graded: Poor or insufficient knowledge and understanding of the topics; limited ability to analyse and summarise, frequent generalisations of the required content; inability to use technical language.

18-20: Barely sufficient knowledge and understanding of the topics, with evident imperfections; barely sufficient capacity for analysis, synthesis and autonomy of judgement; poor ability to use technical language.

21-23: Sufficient knowledge and understanding of the topics; sufficient ability to analyse and synthesise with the ability to argue the required content logically and coherently; sufficient ability to use technical language.

24-26: Fair knowledge and understanding of the topics; fair ability to analyse and synthesise with the ability to rigorously argue the required content; fair ability to use technical language.

27-29: Good knowledge and understanding of the required content; good ability to analyse and summarise with ability to rigorously argue the required content; good ability to use technical language.

30-30L: Very good level of knowledge and understanding of the required contents; very good ability to analyse and synthesise with the ability to argue the required contents in a rigorous, innovative and original way; very good ability to use technical language.

Examinations will take place at the end of the semester of teaching and the dates of the examinations will be announced in good time via the Gomp portal and on the Unicamillus website.

OPTIONAL ACTIVITIES

There are no optional activities during the lessons.

READING MATERIALS

GENERAL PSYCHOLOGY

General Psychology: An Introduction; Tori Kearns, Deborah Lee, NOBA, 2015

Wijma AJ, van Wilgen CP, Meeus M, Nijs J. ***Clinical biopsychosocial physiotherapy assessment of patients with chronic pain: The first step in pain neuroscience education***. *Physiother Theory Pract.* 2016 Jul;32(5):368-84. doi: 10.1080/09593985.2016.1194651. Epub 2016 Jun 28. PMID: 27351769.

For the preparation of the exam, the student is recommended to integrate with the teaching material provided during the lesson.

WORK AND ORGANIZATIONAL PSYCHOLOGY

John Arnold John & Ray Randall et al. **Work psychology. Understanding human behaviour in the workplace.** Pearson editions, 6th Ed.

For the preparation of the exam, the student is recommended to integrate with the teaching material provided during the lesson.

SOCIOLOGY OF CULTURAL AND COMMUNICATIVE PROCESSES

Padua D., *Digital Cultural Transformation. Building Strategic Mindsets via Digital Sociology. Springer Nature, 2021.*

Indications on Exam chapters: Chapter 1 (reading only); Part 1: Chapters 2, 3. Part 2: Chapter 4 (reading only), Chapters 5,6, 7.

Teaching materials posted on the Webapp platform (Slides)

Readings (Not Mandatory, not exam materials)

- *K. Orton-Johnson, N. Prior, Digital Sociology: Critical Perspectives, Palgrave Macmillan, 2013**
- *D. Lupton, Digital Sociology, Routledge, 2014***

- G. C. KANE, D. PALMER, A. N. PHILLIPS, D. KIRON AND N. BUCKLEY, STRATEGY, NOT TECHNOLOGY, DRIVES DIGITAL TRANSFORMATION, *Becoming a Digitally Mature Enterprise.pdf* accessible at https://www2.deloitte.com/content/dam/Deloitte/fr/Documents/strategy/dup_strategy-not-technology-drives-digital-transformation.pdf
- McKinsey, MGI in 2019 accessible at: <https://www.mckinsey.com/~media/McKinsey/Featured%20Insights/Innovation/Ten%20highlights%20from%20our%202019%20research/MGI-in-2019-A-compendium-of-our-research-this-year-vF.ashx>
- Open Assembly Quarterly, OAQ Report, 2019 Vol. 1, *How to Thrive in the New Economy of Work*, accessible online at: <https://open-assembly.com/reports/oaq-report-2019>