



## Information about the subject

**Degree:** Bachelor of Science Degree in Occupational Therapy

**Faculty:** Faculty of Psychology

**Code:** 1124001 **Name:** Public health, management and quality of care

**Credits:** 6,00 **ECTS Year:** 4 **Semester:** 2

**Module:** MEDICAL, SURGICAL AND PSYCHIATRIC AFFECTIONS

**Subject Matter:** Public Health **Type:** Compulsory

**Field of knowledge:** Health Sciences

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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## Module organization

### MEDICAL, SURGICAL AND PSYCHIATRIC AFFECTIONS

Subject Matter	ECTS	Subject	ECTS	Year/semester
Medical-Surgical Conditions	18,00	Medical-surgical conditions I	6,00	2/1
		Medical-surgical conditions II	6,00	2/2
		Medical-surgical conditions III	6,00	3/1
Psychiatry	6,00	Psychopathology and psychological treatments	6,00	3/1
Public Health	6,00	Public health, management and quality of care	6,00	4/2

## Recommended knowledge

Not required



## 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 To be able to identify health determinants, as well as to obtain and use epidemiological data and indicators for health decision-making.
- R2 To be able to design, implement and evaluate health education and promotion programs within the scope of Occupational Therapy.
- R3 To be able to apply basic knowledge of management and improvement of the quality of services within the competences of the occupational therapist.
- R4 To be able to apply management principles and establish protocols in the provision of Occupational Therapy services.



## 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):

GENERAL		Weighting			
		1	2	3	4
CG2	To know the national and international health organisations, as well as the environments and conditions of the different health systems				X
CG3	To obtain and use epidemiological data and value trends and risks involved in the taking of health-related decisions			X	
CG9	To recognise the determiners of health on the population, the resources and multidisciplinary teams and the intervention actions, maintenance and promotion of health, at an individual level as well as that of community				X
CG14	To know, select and apply the appropriate theories, the theoretical frameworks for reference, the models and methods of Occupational Therapy practice to choose or re-establish meaningful occupation, according to the health needs of individuals/populations (promotion of health, prevention and treatment).				X
CG15	To cooperate with groups and communities to promote the health and wellbeing of their members through participation in meaningful occupation			X	
CG19	To acquire basic knowledge about management and improvement of the quality of Occupational Therapy services considering the advances in health, social care, society and legislation at local, national and international levels, centred on individuals/populations		X		
CG21	To listen actively, to obtain and summarise key information about occupational problems and demands of the individuals/populations and to understand the content of that information.				X
CG22	To establish an assertive interpersonal communication with all the interlocutors that is relevant during the Occupational Therapy process.		X		



SPECIFIC	Weighting			
	1	2	3	4
CE59 To know and understand medical, surgical and psychiatric knowledge applicable to the human being in all stages of the cycle of life, from infancy to old age, that allow the students to evaluate, synthesise and apply Occupational Therapy treatments.		X		
CE60 To know and understand the physio-pathological process at every stage of the life cycle, identifying the problems and preventive and clinical aspects of the person, in health as well as in illness.			X	
CE61 To know, evaluate, analyse, elaborate and participate in educational programmes and promote health within the scope of Occupational Therapy in order to prevent occupational dysfunctions in general and subsequent to medical, surgical and psychiatric conditions, as well as social exclusion.				X
CE62 To synthesise and apply the relevant knowledge of biological, medical, human, pedagogical, psychological, social, technological and occupational sciences, together with the theories of occupation and participation.			X	



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	40,00%	Written tests: Summative and final theoretical-practical test (open questions, objective test questions, truncated test, etc.) Preparation of field work memoranda, practical case solutions, single cases.
	40,00%	Presentation of group and individual works.
	20,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

### Observations

The student has different complementary evaluation systems:

- 1.- Progressive evaluation: You must carry out all the activities proposed by the teacher during the course (attendance, participation in class and seminars, performance and presentation of works).
- 2.- Final evaluation: The student has 2 calls. This test will consist of short answer questions, multiple answer questions and identification of anatomical structures in drawings and photographs.

IT IS ABSOLUTELY NECESSARY TO APPROVE THE WRITTEN TEST TO OVERCOME THE SUBJECT. The official dates of examinations will be set by the Dean's Team of the Faculty attending to the periods established in the academic calendar. For MODIFICATIONS OF EXAM DATES, consult the causes that justify said modifications and the procedure in article 12 of the Examination Regulations.

<https://www.ucv.es/Portals/0/documentos/normativa/20170526144309926.pdf> All deliveries of individual and group work will be made through the VIRTUAL CAMPUS of the UCV in the deadlines and forms established by the teacher of the subject. I dont know They will accept, in no case, deliveries out of time. Those tasks that have been pending delivery will be delivered and evaluated on the official date of the second call. A minimum of 75% of the attendance is required for it to compute in the grade of the subject. Attendance control will be carried out through the VIRTUAL CAMPUS, only, at the beginning of each class. Failure to attend must be justified by an official document scanned and sent through the VIRTUAL CAMPUS to the teacher of the subject. Criteria for the award of honors: - Honors will be granted to the student who obtains a score greater than 9 points, in the first call. - Attendance at face-to-face sessions, active participation and involvement in practical theoretical classes as well as in the rest of the training activities by the student, candidate to receive the Honors, must reach the levels of excellence. The mention of Honor



Enrollment may be awarded to students who have obtained a grade equal to or greater than 9.0. Their number may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case a single Honor Enrollment may be granted. (Royal Decree 1125/2003)

## Learning activities

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

- M1 ON-CAMPUS CLASS
- M2 PRACTICAL CLASSES
- M3 SEMINAR
- M4 GROUP PRESENTATION OF PAPERS
- M5 OFFICE ASSISTANCE
- M6 ASSESSMENT
- M7 GROUP WORK
- M8 INDEPENDENT WORK



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS: Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3, R4	29,00	1,16
PRACTICAL CLASSES: Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R1, R2, R3, R4	10,00	0,40
SEMINAR: Supervised monographic sessions with shared participation M3	R1, R2, R3, R4	7,50	0,30
GROUP PRESENTATION OF PAPERS: Application of multidisciplinary knowledge M4	R1, R2, R3, R4	7,50	0,30
OFFICE ASSISTANCE: Personalized and small group attention. Period of instruction and /or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc. M5	R1, R2, R3, R4	3,00	0,12
ASSESSMENT: Set of oral and/or written tests used in initial, formative or additive assessment of the student M6	R1, R2, R3, R4	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ) M7	R1, R2, R3, R4	40,00	1,60
INDEPENDENT WORK: Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ) M8	R1, R2, R3, R4	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Unit 1: Public Health, concepts, functions and areas	Health and determinants. Health and disease. Concept and Public Health functions. Health Promotion: Principles and strategies. The health care: social system and health system. Role of the occupational therapist in Public Health.
Unit 2: Health, methods and instruments	Concept and applications of epidemiology. Demography and health. Health indicators: concept, characteristics, application and classification. Main health indicators. Types of studies in epidemiology. Qualitative Research.
Unit 3: Epidemiology and prevention of health problems	Main causes of death and disease. Epidemiology and prevention: communicable diseases, cardiovascular diseases, cancer, neurodegenerative and mental diseases and accidental injuries.
Unit 4: Promotion and Health Education	Health promotion: participation and "empowerment", health assets model. Council. Self-care, nutrition and physical activity and health. Social networks, social support and mutual aid. Health education in groups from the Occupational Therapy. Peer education in health promotion.
Unit 5: Planning and design of health programs	Planning and design stages in the health programs. Health programs during the life cycle: children, women, adults, seniors and vulnerable populations.
Unit 6: Quality: concept and historical development	Quality Concept. Historical evolution of the concept of quality. Principles of Quality Management. Quality of life. Dimensions of quality of care.
Unit 7: Models of process management and quality assessment	Process management. Models of quality management. Continuous improvement. Quality assessment. Quality indicators. Management by objectives. User satisfaction.



## Unit 8: Teamwork

Concept. Characteristics of the equipment. Roles. Work climate. Communication.

## Unit 9: The safety of users

Concept of security and risk. Risk assessment activity therapist.

## Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1: Public Health, concepts, functions and areas	3,00	6,00
Unit 2: Health, methods and instruments	3,00	6,00
Unit 3: Epidemiology and prevention of health problems	3,00	6,00
Unit 4: Promotion and Health Education	4,00	8,00
Unit 5: Planning and design of health programs	3,00	6,00
Unit 6: Quality: concept and historical development	3,00	6,00
Unit 7: Models of process management and quality assessment	4,00	8,00
Unit 8: Teamwork	4,00	8,00
Unit 9: The safety of users	3,00	6,00



## References

### Public Health?

Hernández-Aguado I, Gil A, Delgado M, Bolumar F, García-Benavides F, Porta M et al. Manual de Epidemiología y Salud Pública para grados en ciencias de la salud 2ª ed. Madrid:

Panamericana, 2011

Colomer C. Alvarez-Dardet C (editores). Promoción de la salud y cambio social. Barcelona: Masson; 2001

Piedrola Gil. Medicina Preventiva y Salud Pública. 11ª ed. Barcelona: Masson; 2008

### Further reading

Pousa A. et al. La vigilancia en España 3 años después de la entrada en vigor de la Ley General de Salud Pública. Gac Sanit. 2016;30:308-10 - Vol. 30 Núm.4 DOI: 10.1016 (2016)

Lindström B, Eriksson M. Guía del autoestopista salutogénico: camino salutogénico hacia la promoción de la salud. Girona: Documenta Universitaria. Càtedra de Promoció de la Salut, Universitat de Girona; 2011

Marteau TM1, Mantzari E1. Public health: The case for pay to quit Nature. 2015 Jul 2;523(7558):40-1. doi: 10.1038/523040a. 2015

Morgan A, Davies M, Ziglio E. Health Assets in a Global Context: Theory, Methods, Action. New York: Springer; 2010

Equip Vincles Salut. Guía para la promoción de la salud mental en el medio penitenciario.

Madrid: Ministerio del Interior. Secretaría General de Instituciones Penitenciarias; 2011. [citado 11 Sep 2012]. Disponible en:

[http://www.institucionpenitenciaria.es/web/export/sites/default/datos/descargables/publicaciones/Guia\\_Promocion\\_Salud\\_Mental.pdf](http://www.institucionpenitenciaria.es/web/export/sites/default/datos/descargables/publicaciones/Guia_Promocion_Salud_Mental.pdf)

Vargas L, Bustillos G. Técnicas participativas para la educación popular. Madrid: Editorial Popular; 1993

### MANAGEMENT AND ASSISTANCE QUALITY

Aranaz Andrés, J.M. et al.(2008): Gestión calidad sanitaria y seguridad en los pacientes. Madrid.Fundación Mapfre Díaz de Santos.

Ariza, J.A. y A.C. Morales (eds.) (2004): Dirección y administración integrada de personas. Madrid: McGraw-Hill

Costa, M. y E. López (2009): Los secretos de la dirección: liberar y fortalecer personas y equipos. Madrid: Editorial Pirámide,

De Diego Vallejo, R. y C. Guillén (eds.) (2006): Mediación. Proceso, tácticas y técnicas. Madrid: Editorial Pirámide

Elias, J. (1994): Organización atenta: consejos prácticos para aquellas personas y organizaciones que trabajan diariamente en contacto con el cliente Barcelona : Gestión 2000

Fernández Ballesteros R.(1995): Evaluación de programas. Una guía práctica en ámbitos sociales, educativos y de salud. Madrid: Síntesis.

Garau, J. (2005): Guía para la Gestión de Calidad de los Procesos de Servicios Sociales. INTRES



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Lamata F. (1998): Manual de administración y gestión sanitaria. Madrid: Díaz de Santos.

Lorenzo Martínez et al. (2004). Seguridad clínica. Barcelona: Fundación Medicina y Humanidades Médicas.

Lopez-Viñas et al. (2014) Modelo de Acreditación de un Hospital de Agudos en Cataluña, España. Med Clin (Barc). 2014 Jul;143 Suppl 1:68-73. doi: 10.1016/j.medcli.2014.07.014.

Mañas, M.A. (dir.), C.M. Salvador y P.A. Díaz (coords.) (2005): Los recursos humanos en organizaciones de nuestro entorno. Manual de casos prácticos. Valencia: Promolibro

Moreno-Luzón M.D et al. (2000), Gestión de calidad y diseño de organizaciones: teoría y estudio de casos : Prentice Hall

Martínez-Tur, V., J.M. Peiró, C. Moliner y K. Potocnik (2010): Calidad de servicio y calidad de vida: el "survey feedback" como estrategia de cambio organizacional. Madrid: FEAPS.

Nogareda, C. et al (2007):. Perspectivas de intervención en riesgos psicosociales. Medidas preventivas. Barcelona: Foment del Treball Nacional

Peiró, J.M., J. Ramos, J.V. Cortés y L. Hernández (2012): Productividad y gestión de recursos humanos en las administraciones públicas. Madrid: Fundación de las Cajas de Ahorros - FUNCAS,

Peiró, J.M. (2009): Psicología de las organizaciones: investigación, formación y práctica profesional. Lima: Universidad Nacional Mayor de San Marcos

Peiró, J.M. (2001): Psicología de la Organización. UNED.

Pérez Jover, M.V. (2005): Atención sanitaria centrada en el paciente. San Juan de Alicante Facultad de Medicina, Departamento de Psicología de la Salud.

Porret M.(2010): Gestión de personas: Manual para la gestión del capital humano en las organizaciones .Madrid): ESIC

Quijano, S. (ed.) (2006): Dirección de recursos humanos y consultoría en las organizaciones. Barcelona: Ed. Icaria

Varios autores (2003): Manual de Buenas Practicas. Gestión de centros de personas con discapacidad de la Comunidad Valenciana. Conselleria de Bienestar Social.

Vuori, h. (1988): El control de calidad en los servicios sanitarios. Barcelona: Masson.

Zarco V. et al. (2008): Psicología de los grupos y de las organizaciones. Madrid : Pirámide



## 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: