# HUMANIZATION OF HEALTHCARE

## Teaching Innovation and Research Project

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Blended Intensive Program (BIP) –"Clinical Skills: Health explorers" -Physical mobility component program-

# The **humanizAS** project

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# HUMANIZATION OF HEALTHCARE

- **Personalization** (Person-centered model)

  - Consideration and adaptation

  - Dignity of the person

- **Of care**, not only clinical issues

- **Setting:**

  - Patients, family members, others …

  - General population

Blended Intensive Program (BIP) –"Clinical Skills: Health explorers" -Physical mobility component program-

# IMPLICATIONS

- \> Quality of information (patients and HCP)
- \> Patient/population satisfaction
- \> Quality of care/assistance
- < number of complaints
- < number of assaults on HC workers
- \> Well-being of professionals and patients

PRESENT CHALLENGES OF HC

# ELEMENTS
## (Nieto and Beño, 2026)

- Processes

- Environment

- Professionals

  - Types of interaction
  - Nonverbal language
  - Verbal language
  - Other aspects

Global competences of students in health professions

# Our team:

**Coordination:**
- Natalia Jimeno, Álvaro Díez

**Professional associations:**
- **ICOMVA:** José Luis Almudí.
- **CODINUCyL:** Naiara Carretero, Diana Martínez.

**UVa (Degrees):**
- **Medicine:** Natalia Jimeno, Antonio Arjona, Inés Fernández, Emma Osorio, María Fernanda Nieto, Rosa Beño.
- **Nursing:** Verónica Velasco, Carlos Durántez, Lucía Pérez, Rosa Mª Cárdaba, Ana Casaux, Diego Macías.
- **Human Nutrition and Dietetics:** Álvaro Díez, Alejandro Roig.
- **Speech and Language Therapy:** Belén Santiago, Alba Ayuso.
- **Optics and Optometry:** Raúl Martín, Sara Ortiz.

**UVa (others):**
- **Social Responsability UVa:** Rosalba Fonteriz.
- **Doctoral students:** Claudia Velasco, Luis Sobrino.
- **Degree students:** Andrea de Miguel, Arancha Díez, Marco Sánchez; María Fernández, Eimy Hernández; Inés García

**Healthcare institutions:**
- **UH Clínico:** M. Ángeles de Pedro.
- **UH Río Hortega:** Carlos Imaz, M. Mar Villacorta.
- **Humanization Committees:** M. Ángeles de Pedro, M. Mar Villacorta.

**Universidad Rey Juan Carlos:**
- **Occupational Therapy:** Elisa Bullón, Jorge Pérez.

Blended Intensive Program (BIP) –"Clinical Skills: Health explorers" -Physical mobility component program-

# RESULTS IN INTERVIEWS TO A HCP

| Degree | Years | Interviews | Students | Professionals |
|---|---|---|---|---|
| Medicine | 2019-2025 | 193 | 977 | 193 |
| Speech and Language Therapy | 2022-2026 | 57 | 56 | 68 |
| Human Nutrition and Dietetics | 2022-2025 | 24 | 118 | 24 |
| Nursing (UVa y UCLM) | 2022-2026 | 115 | 477 | 99 |
| TOTAL: | 2019-2026 | 389 | 1628 | 384 |

Blended Intensive Program (BIP) –"Clinical Skills: Health explorers" -Physical mobility component program-

# Team meetings

# Interview Process and Presentations

# Health Professional's Humanization Scale (HUMAS)

Emma Osorio Iriarte

PhD-candidate researcher

Department of Psychiatry

School of Medicine

# HUMAS SCALE

## What is HUMAS?:

- Professional Humanization Scale (**HUMAS**) → Pérez-Fuentes et al. (2019)

- Designed specifically for **healthcare professionals**

## Why was it developed?:

- **Lack of a clear operational definition** of humanization

- Absence of **validated instruments**

- Focused on:

  - ❑ Dignity
  - ❑ Respect
  - ❑ Holistic care (physical, emotional, social).

# HUMAS SCALE

## ESCALA DE HUMANIZACIÓN EN EL PROFESIONAL SANITARIO // HEALTH PROFESSSIONAL´S HUMANIZATION SCALE (HUMAS)

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | Espero el futuro con entusiasmo. | 1 | 2 | 3 | 4 | 5 |
| 2 | En general, estoy satisfecho conmigo mismo. | 1 | 2 | 3 | 4 | 5 |
| 3 | Ante las dificultades, confío en que al final todo saldrá bien. | 1 | 2 | 3 | 4 | 5 |
| 4 | Cuando atiendo a mis pacientes, trato de ponerme en su lugar. | 1 | 2 | 3 | 4 | 5 |
| 5 | Ofrezco un trato cercano al paciente o a sus familiares, si lo necesitan. | 1 | 2 | 3 | 4 | 5 |
| 6 | Me preocupo por tranquilizar a pacientes y familiares, ya que considero que es una parte importante de mi labor de cuidado. | 1 | 2 | 3 | 4 | 5 |
| 7 | Cuando me tratan mal, intento comprender los motivos y sigo tratando bien a esa persona. | 1 | 2 | 3 | 4 | 5 |
| 8 | Cuando alguien me cae mal, me esfuerzo por comprenderle y darle una oportunidad para conocerlo. | 1 | 2 | 3 | 4 | 5 |
| 9 | Cuando alguien actúa en mi contra, tiendo a analizar la situación para justificar de forma racional su conducta. | 1 | 2 | 3 | 4 | 5 |
| 10 | Soy capaz de diferenciar los cambios de humor de otros, y actuar en consecuencia. | 1 | 2 | 3 | 4 | 5 |
| 11 | Estoy satisfecho con lo que hago y como lo hago. | 1 | 2 | 3 | 4 | 5 |
| 12 | Soy capaz de diferenciar mis propios estados de ánimo, y actuar en consecuencia. | 1 | 2 | 3 | 4 | 5 |
| 13 | Creo que estoy preparado para afrontar con éxito cualquier situación en mi trabajo. | 1 | 2 | 3 | 4 | 5 |
| 14 | Siento que tengo una gran capacidad para percibir cuando un paciente no está recibiendo una atención adecuada. | 1 | 2 | 3 | 4 | 5 |
| 15 | Cuando desempeño mi labor profesional, suelen aparecer sentimientos de angustia. * | 1 | 2 | 3 | 4 | 5 |
| 16 | Me siento nervioso cuando atiendo a mis pacientes. * | 1 | 2 | 3 | 4 | 5 |
| 17 | En mi labor profesional, hay ocasiones en las que me siento asustado. * | 1 | 2 | 3 | 4 | 5 |
| 18 | Como profesional, hay situaciones en las que me siento culpable. * | 1 | 2 | 3 | 4 | 5 |
| 19 | Me siento afectado cuando estoy atendiendo a mis pacientes. * | 1 | 2 | 3 | 4 | 5 |

1 = Nunca; 2 = Pocas veces; 3 = Algunas veces; 4 = A menudo; 5 = Siempre.   (*R): 5 = Nunca; 4 = Pocas veces; 3 = Algunas veces; 2 = A menudo; 1 = Siempre.

Pérez-Fuentes, MC., Herrera-Peco, I., Molero, MM., Oropesa, NF., Ayuso-Murillo, D., Gázquez, JJ. (2019). The Development and Validation of the Healthcare Professional Humanization Scale (HUMAS) for Nursing. *International Journal of Environmental Research and Public Health*, 16(20), 3999.
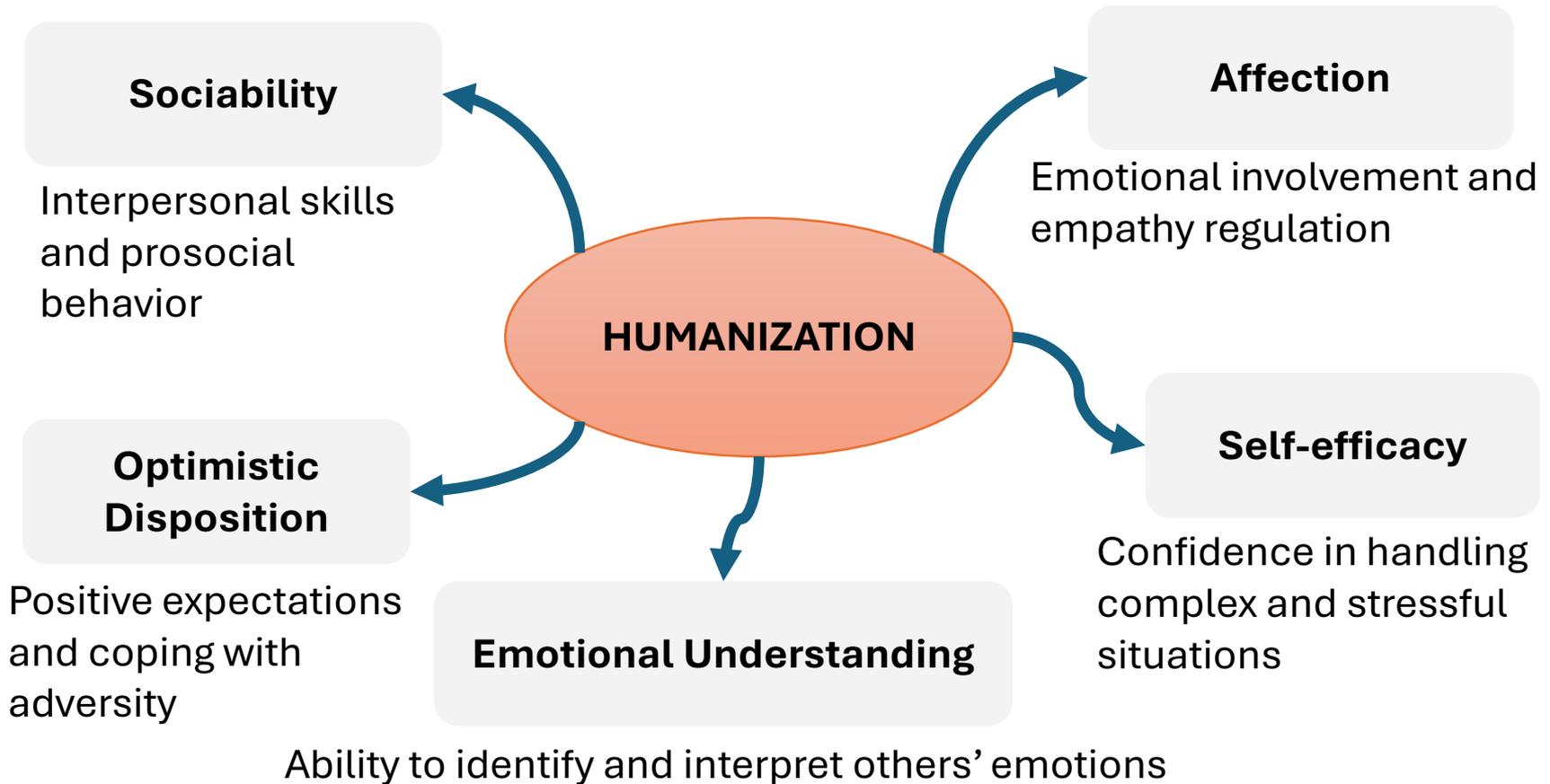
# HUMAS SCALE

20. Rate the degree to which you agree with the following statements:

|  | Never | Rarely | Sometimes | Often | Always |
|---|---|---|---|---|---|
| 1. I look forward to the future with enthusiasm. | ○ | ○ | ○ | ○ | ○ |
| 2. In general, I am satisfied with myself. | ○ | ○ | ○ | ○ | ○ |
| 3. In the face of difficulties, I trust that everything will turn out well in the end. | ○ | ○ | ○ | ○ | ○ |
| 4. When I attend to my patients, I try to put myself in their shoes. | ○ | ○ | ○ | ○ | ○ |
| 5. I offer approachable/close care to the patient or their relatives, if they need it. | ○ | ○ | ○ | ○ | ○ |
| 6. I care about reassuring patients and relatives, as I consider it an important part of my caregiving work. | ○ | ○ | ○ | ○ | ○ |

# HUMAS SCALE

**Sociability**

Interpersonal skills and prosocial behavior

**Affection**

Emotional involvement and empathy regulation

**HUMANIZATION**

**Self-efficacy**

Confidence in handling complex and stressful situations

**Optimistic Disposition**

Positive expectations and coping with adversity

**Emotional Understanding**

Ability to identify and interpret others' emotions

# HUMAS SCALE

## Why is HUMAS Important?

**Clinical Relevance** → Links humanization to:

❑ Empathy

❑ Prosocial behavior

❑ Positivity

**Applications**
- ✔ Research
- ✔ Training programs
- ✔ Evaluation of interventions
- ✔ Organizational improvement

**Key Contribution** → Moves humanization from an abstract concept → To a measurable one

# Humanization ≠ What we do

# Humanization = How we are

# Interviews with nurses conducted by medicine students

Álvaro Díez Revuelta

Faculty professor

Department of Psychiatry

School of Medicine

# Results of the qualitative analysis

To understand how these competencies are reflected in the day-to-day of a hospital or health center, we have done a **qualitative analysis** of the **interviews conducted with nursing professionals**. We have classified their real experiences according to the **5 dimensions of the HUMAS scale**.

**Let me share some real examples with you, with literal quotes from nurses:**

# Results of the qualitative analysis

- **Total Interviews:** 21 interviews with nursing professionals.
- **Gender:** Majority are women (18:3).
- **Experience Level:** Highly experienced professionals.
  Many of them have between 20 and 30+ years of clinical practice.
- **Location:** Public hospitals in Valladolid (Spain).
- **Main Specialties:** Mostly working in high-stress and critical care areas:
  - Intensive Care Unit (ICU) and Emergency Room.
  - Transplant Coordination.
  - Cardiology.
  - Maternity (Midwives).
  - Mental Health.

# 1. **Optimistic disposition**: It is the tendency to view experiences with a positive perspective and generate favorable expectations.

**Real example:** An intensive care professional told us how they survive the harshness of the ICU by prioritizing the good things:

*«It's easy to get sad, but I choose to focus on the patients who recover. The bad moments are in the past; now I put all my positive energy into helping the patient in front of me"»*

**2. Sociability:** It is the ability to relate appropriately, with assertiveness and empathy.

**Real example:** Look at this simple gesture to break down physical barriers:

*«A simple chair is a great tool. When I sit next to the patient, call them by their name, look them in the eyes and just listen to them, the invisible wall between us disappears»*

# 3. Emotional understanding: It consists of rationally understanding the feelings of others, without taking negative reactions personally.

**Real example:** Faced with angry or aggressive patients, a nurse explained:

*«When a patient is angry or aggressive, I know it is not a personal attack against me. It is just a symptom of their pain, their illness, or their fear»*

**4. Self-efficacy:** It is the self-confidence to successfully manage complex and stressful situations.

**Real example:** By transforming initial fear into useful experience, a professional confessed:

*«With experience, the initial fear disappears. You know a patient's heart can stop at any second, but you stay calm because you completely trust your skills and knowledge to save them»*

# 5. Affection: This dimension measures vulnerability to suffering, emotional distress, burnout, or guilt.

**Real example:** The impact of Burnout Syndrome or the trauma after the pandemic was devastating.
A nurse told us:

*«During the pandemic, I saw many patients die in a single morning. It was psychologically devastating because I felt completely powerless to help them».*

# Pre-class survey on the HUMAS scale

Alejandro Roig Herrero

PhD-candidate researcher

Department of Psychiatry

School of Medicine

# Your qualitative and quantitative results

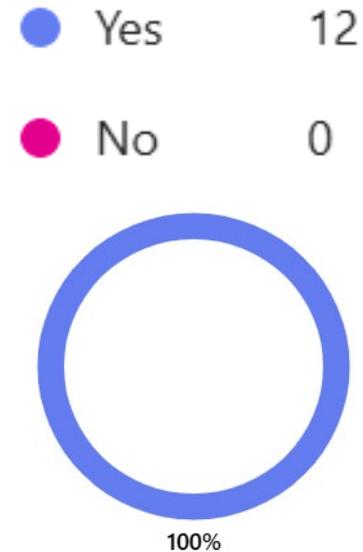Analysing the form some of you have filled

# Information about you

Do you have previous professional experience?

Yes 7
No 5

42%
58%
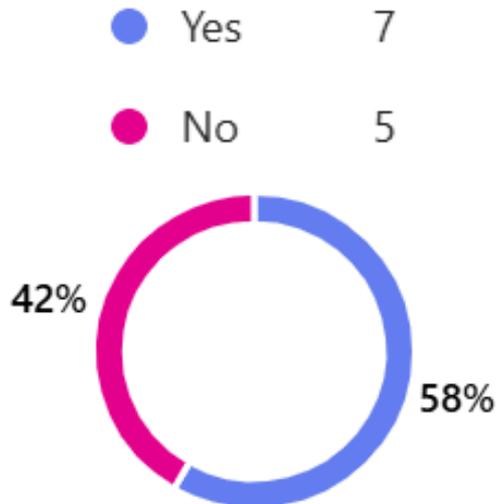
Are you interested in the "humanization of health care?
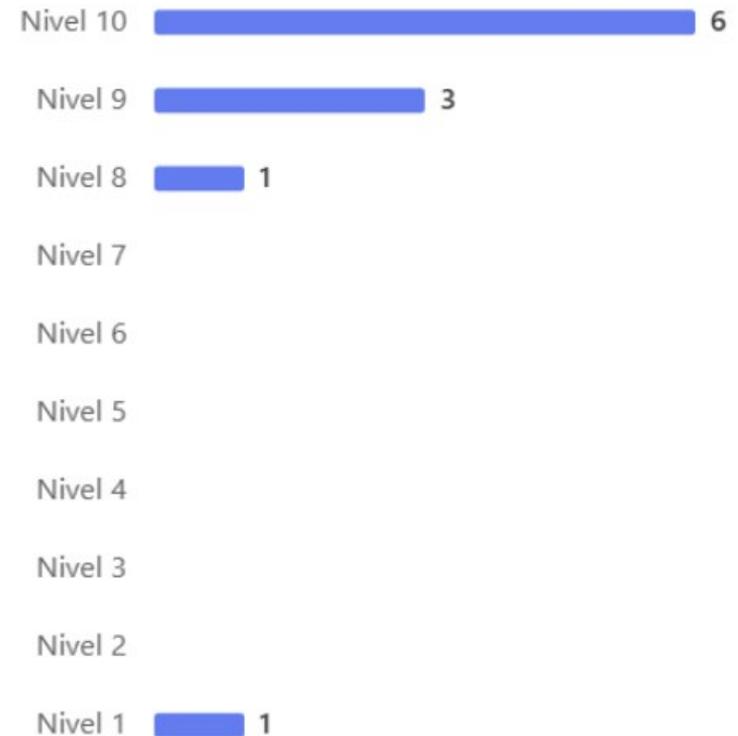
Yes 12
No 0

100%

# Information about you

On a scale of 1 to 10, what importance would you give to the "humanization of healthcare" in the healthcare profession or specialty you are



8.73
Clasificación promedio

1 2 3 4 5 6 7 8 9 10

Nivel 10 — 6
Nivel 9 — 3
Nivel 8 — 1
Nivel 7
Nivel 6
Nivel 5
Nivel 4
Nivel 3
Nivel 2
Nivel 1 — 1

# How do you define "humanization of healthcare"

## Patients vs People

In the healthcare field, ==we care for human beings, for people,== each [...] allows us to see the person as a whole, respecting them equally as a whole.

I am interested in the humanization of healthcare because I believe patients should ==be treated as whole persons==, [...]

I am interested because [...]. When patients feel ==truly cared for as human beings,== their experience becomes much less stressful and more positive.

## It improves the efficiency

I think humanization ==it's the basis of the profession.==

[...] It makes our work unique and ==can make the difference==

The only way to be a ==good nurse is by humanizing== my care [...]

Humanization fosters a foundation of trust and empathy, which ==significantly improves communication and patient adherence to treatment.==

# The HUMAS scale

I have calculated the mean values of your answers for the 5 subscales

1. **Optimistic disposition:**          **12/15**
2. **Sociability:**                           **12/15**
3. **Emotional understanding:**        **11,5/15**
4. **Self-efficacy:**                        **20/25**
5. **Affection:**                             **21/25**

**TOTAL Humanization scale:**        **76,5/95**

# Dissemination

# Papers and presentations

Entrevista a un profesional sanitario: estudio piloto de una actividad de contacto asistencial temprano en el grado en Medicina durante la pandemia por COVID-19

Natalia Jimeno-Bulnes, Álvaro Díez-Revuelta

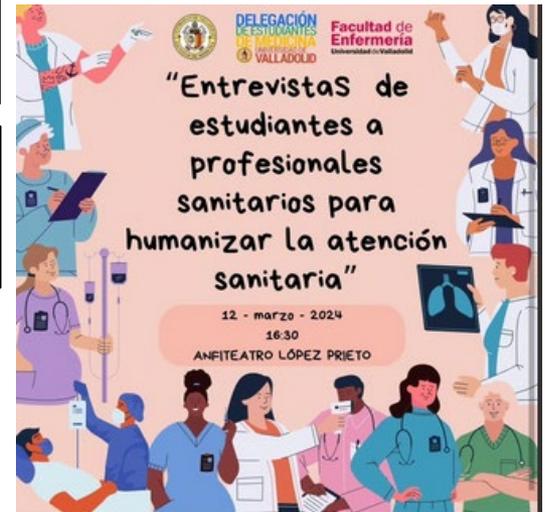ANALES DE LA REAL ACADEMIA DE MEDICINA Y CIRUGÍA DE VALLADOLID

*Número 58 (2024)*

- Introduction
- Medicine
- Speech Therapy
- Nutrition and Dietetics
- Nursing

HumanizAS in 5 minutes
FUniCyL, 14/03/2026

HumanizAS in 3 minutes
JIDUVA, 16/06/2023

Presentation of the Mental Health Humanization Strategy (Ponferrada, 9/05/2025)

# Oral communications in Conferences

Aplicación multidisciplinar de la actividad docente innovadora "Entrevista con un profesional sanitario" en estudiantes del Grado en Medicina de la Universidad de Valladolid

rosabenoruiz@gmail.com

Autor/a/es: Rosa M. Beño-Ruiz-de-la-Sierra[1], Álvaro Díez[1], Inés Fernández-Linsenbarth[1], Jose L. Almudi[2], Carlos Imaz[1,3], Ana B. Martín[4], Mercedes Redondo[1,5], Rosa B. Santiago[1], Antonio Arjona-Valladares[1], Guillermo Casas[1,6], Diana Martínez[6], María del Mar Villacorta[3], Natalia Jimeno[1].

Filiación: [1]Universidad de Valladolid, [2]Colegio Oficial de Médicos de Valladolid, [3]Hospital Universitario Rio Hortega, [4]Hospital Clínico Universitario de Valladolid, [5]Centro de Salud Huerta del Rey, [6]Colegio Profesional de Dietistas-Nutricionistas de Castilla y León.

Nombre de la Sesión: Humanidades
Número de orden: 55

1

**25th National and 1st International SEDEM Congress 2022**

CRITICAL REVIEW OF THE EVALUATION PROCESS OF THE INNOVATIVE ACTIVITY: "INTERVIEW WITH A HEALTH PROFESSIONAL"

Álvaro Díez-Revuelta

University of Valladolid (UVa)
Valladolid, Spain

www.amee.org
26 – 30 AUGUST 2023
AMEE GLASGOW 2023
INCLUSIVE LEARNING ENVIRONMENTS TO TRANSFORM THE FUTURE

Blended Intensive Program (BIP) –"Clinical Skills: Health explorers" -Physical mobility component program-

# Posters in Conferences

Valladolid,
15/05/2024

Blended Intensive Program (BIP) –"Clinical Skills: Health explorers" -Physical mobility component program-

# Recognitions

Finalistas en II Premios Diagnóstico CYLTV (2025)

https://humanizas.uva.es/

**Thanks!**
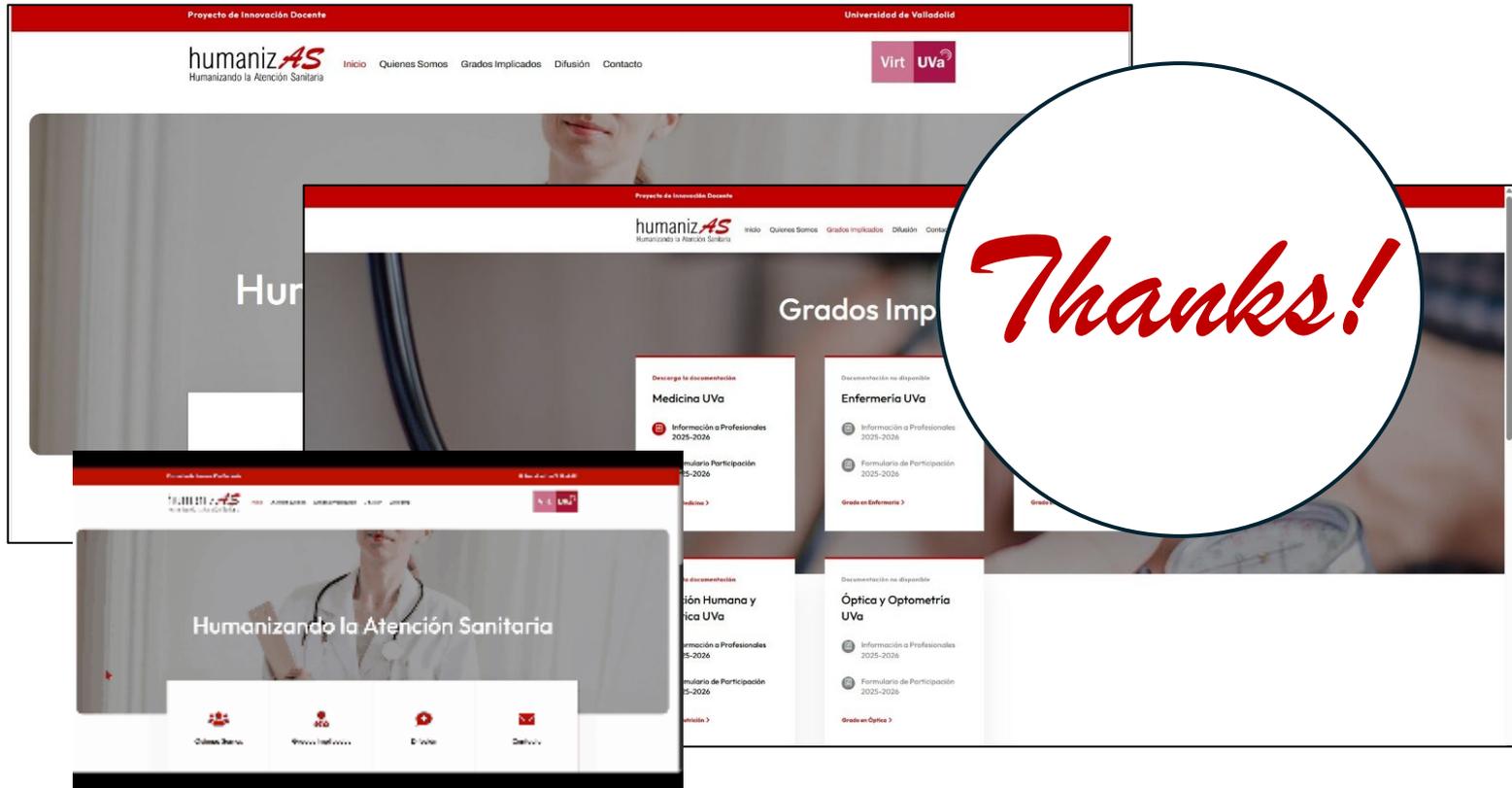
X **@humanizAS_UVa**   📷 **humanizAS**   ✉ **humanizas@uva.es**

Blended Intensive Program (BIP) –"Clinical Skills: Health explorers" -Physical mobility component program-

# CONCLUSIONS

1. Interviews to experienced Nursing professionals helps to promote humanization competences in university students of health professions.

2. Humanizing healthcare in students of early years is essential for improving healthcare in different clinical settings.