

Health Psychology Intervention

Code: 102593
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Teresa Gutiérrez Rosado
Email: Teresa.Gutierrez@uab.cat

Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: Yes

Teachers

Lidia Segura Garcia

Prerequisites

There are no pre-requisites.

Objectives and Contextualisation

Intervention in Health Psychology is an optional subject that forms part of Block A of the Specialisation in Health Psychology. It is taught in the second semester of the fourth year.

In the context of this specialisation, this subject has a general training-based character, with a conceptual framework focused on salutogenesis and techniques and methodologies to intervene fundamentally in the promotion of health. It includes three thematic blocks:

- 1) Fundamentals of health determinants, positive psychology and healthy behaviours.
- 2) Development of methodological techniques and procedures for interventions in the field of health promotion and prevention, as well as designing and evaluating community health programmes
- 3) Analysis of an applied field of great interest, such as addictive behaviours.

On completing the subject, students will be able to:

- Recognise health determinants.
- Understand the relationships between behaviour, health and illness.
- Know the theoretical and methodological foundations in distinct applied fields.
- Acquire basic skills to develop health programmes.

- Acquire basic skills to analyse and modify behaviours.
- Identify the competences of distinct health professionals.
- Work as a team.

Competences

- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Communicate efficiently, using the appropriate media (oral, written or audio-visual) taking into account diversity and all elements that may ease communication or make it more difficult.
- Identify and recognise the different methods of treatment and intervention in the different applied areas of psychology.
- Plan the evaluation of programmes of intervention.
- Propose and negotiate priorities, goals and objectives of the intervention recipients.
- Recognise the determinants and risk factors for health and also the interaction between people and their physical and social environment.
- Select and apply the methods and techniques in the plan for intervention in accordance with the established objective in relevant contexts for the service requested.
- Use adequate tools for communication.
- Work in a team.

Learning Outcomes

1. Apply knowledge, skills and acquired values critically, reflexively and creatively.
2. Assess the practical and ethical limitations in the applied field.
3. Critically analyse published programs and interventions.
4. Describe the basic process management techniques and interventions in health psychology.
5. Describe the different methods and instruments of evaluation of interventions in health psychology, their qualities and areas of application.
6. Differentiate the main evidence on the effectiveness of different programs and interventions in health psychology.
7. Differentiate the psychosocial implications of major health problems, their determinants, epidemiological trends and forecasting.
8. Distinguish between the different fields of applied psychological evaluation and intervention in health problems.
9. Express the main characteristics of effective communication between professionals and recipients in the area of health.
10. Identify key intervention techniques in health psychology in different contexts.
11. Identify the main psychological determinants affecting the development of health problems and ways of tackling them.
12. Identify the need for intervention in health problems in different applied contexts.
13. Identify the steps and stages of program evaluation in the field of health.
14. Implement programs and / or interventions in health problems or under supervision simulated situations.
15. Recognise the basics of emotional communication.
16. Recognise the different applications and indications of techniques and intervention programs in health psychology.
17. Set therapeutic goals in simulated contexts.
18. Use adequate tools for communication.
19. Work in a team.

Content

CONCEPTUAL FOUNDATIONS

Theme 1. Prevention and health promotion: The social determinants of health.

Theme 2. Introduction to Positive Psychology: Quality of life and psychological well-being.

PROGRAMME DESIGN, PLANNING AND EVALUATION

Theme 3. Design and planning of health programs.

Theme 4. Evaluation of health programs.

LIFE SKILLS AND ADAPTATION TO CHANGE

Theme 5. Emotional intelligence.

Theme 6. Self-esteem.

Theme 7. Motivational Interviewing.

Theme 8. Mindfulness.

APPLICATIONS

Theme 9. Prevention of drug use.

Theme 10. Psychological intervention in alcoholism.

Theme 11. Addiction in new technologies.

Methodology

Methodology

The working methodology will combine traditional teaching techniques with methodologies of a more active character.

Directed:

(a) Lectures; (b) analysis and debate based on the reading, synthesis and critical evaluation of articles; and (c) guidance and tutoring of group work.

Supervised:

Scheduled tutorials with the teacher for reviewing directed activities.

Independent:

Bibliographical and documentary consultation.

Comprehensive reading of specific sources.

Preparation of oral presentation of articles.

Carrying out group work, posters and oral presentations.

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
(a) Lectures; (b) analysis and debate based on the reading, synthesis and critical evaluation of articles	24	0.96	4, 7, 6, 8, 9, 13, 11, 10, 12, 15, 16
Guidance and tutoring of group work.	12	0.48	3, 1, 14, 4, 8, 9, 10, 12, 17, 16, 19, 18, 2
Type: Supervised			
Scheduled tutorials with the teacher for reviewing directed activities.	12	0.48	14, 19
Type: Autonomous			
Bibliographical and documentary consultation.	20	0.8	7, 6, 13, 11, 2
Carrying out group work, posters and oral presentations.	32	1.28	3, 14, 8, 11, 10, 12, 17, 18, 2
Comprehensive reading of specific sources. Preparation of oral presentation of articles.	46	1.84	3, 14, 4, 5, 7, 6, 8, 9, 13, 11, 10, 12, 15, 16, 2

Assessment

In addition to these indications, consult [the assessment guidelines for all Faculty degrees](#).

Evidence	Description	Percentage	Format	Method of presentation
EV1 +EV4	Multiple Response Tests	30% each	Individual	1st and 2nd assessment period
EV2	Oral presentation -articles	10%	Group (2)	Attendance-based
EV3.1	Group work - oral presentation	10%	Group (3-4)	Attendance-based
EV3.2	Group work - written report	20%	Group (3-4)	Attendance-based

EV1 and EV4: multiple-choice test with four alternative answers and one correct answer. Each part includes approximately 40 questions. The penalty applied to correcting this evidence is "one per three", i.e., for every 3 incorrect questions, 1 correct question is eliminated.

EV2: Oral presentation of an article linked to each theory topic, in pairs. Endorsement, generation of debate and presentation are valued as evidence.

EV3 (EV3.1 and EV3.2): Group work on the design, planning and evaluation of a programme. This work includes an oral presentation in poster form (EV3.1) and a written report (EV3.2).

The final grade is the weighted sum of all grades for the evidences submitted: $[(EV1+EV4) * 0.60] + (EV2 * 0.10) + (EV3.1 * 0.10) + (EV3.2 * 0.20)$

Definition of subject passed in continuous evaluation (CA): this implies the presentation of at least 3 evidences, presentations of Ev1 and EV4 being obligatory, and a final overall grade equal or superior to 5 (out of 10). In case of not meeting these requirements, the maximum grade to consign in the academic transcript will be 4.9 points. There are no means available to improve the grade awarded for CA.

Description of final re-assessment:

- Criteria for opting for re-assessment: students who have not reached the required grade to pass the subject and the weight of the evidence presented equals to a minimum of 2/3 of the total qualification of the subject
- Re-assessable evidence: Ev1 and/or EV4.
- Evidence excluded from re-assessment: EV2, EV3.1 and EV3.2.
- Subject passed: weighted final grade equal to or higher than 5 (out of 10).

Definition of non-evaluable student: student who has submitted evidence with a weighing of less than 40%.

No unique final synthesis test for students who enroll for the second time or more is anticipated.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev 1	30%	2	0.08	4, 5, 7, 6, 9, 11, 10, 17, 15, 16, 2
Ev 2	10%	0	0	3, 14, 19, 18
Ev 3.1	10%	0	0	7, 8, 12, 19, 18
Ev 3.2	20%	0	0	1, 14, 4, 8, 11, 12, 17, 16, 19, 2
Ev 4	30%	2	0.08	4, 5, 7, 6, 9, 13, 10, 17, 15, 16, 2

Bibliography

Anguera, M.T., Chacón, S. y Blanco, A (2008). Evaluación de programas sociales y sanitarios. Madrid: Síntesis.

Costa, M y López E. (2008). Educación para la salud. Guía práctica para promover estilos de vida saludables. Madrid: Pirámide.

Extremera, N. y Fernández Berrocal, P. (2008). Inteligencia emocional, afecto positivo y felicidad. En Fernández-Abascal, E. (coordinador). Emociones positivas. Madrid: Pirámide.

Echeburúa, E., Labrador, F.J. y Becoña, E. (2009). Adicción a las nuevas tecnologías en adolescentes y jóvenes. Madrid: Pirámide.

Forshaw, M. & Sheffield D. (2013). Health Psychology in Action. Oxford: Wiley-Blackwell.

- Lyons, A.C. and Chamberlain, K. (2006). Health psychology: a critical introduction. London: Sage.
- Marks, D.F., Murray, M., Evans, B. & Vida Estacio, E. (2011) Health Psychology. Theory, Research and Practice. London: Sage. (3rd edition).
- Morgado, I.(2010). Emociones e inteligencia social. Barcelona: Ariel.
- Taylor, S. E. (2009). Health psychology (7th ed.). New York: McGraw Hill.
- Toro, J. (2010) El adolescente en su mundo. Riesgos, problemas y trastornos. Madrid: Pirámide.
- Seligman, M. (2007). Aprenda optimismo. Haga de la vida una experiencia gratificante. Barcelona: Debolsillo.
- Siegel, R.D. (2011). La solución mindfulness. Prácticas cotidianas para problemas cotidianos. Bilbao: DDB.
- Vazquez,C. y Hervás, G. (Coords.) (2009). La ciencia del bienestar. Fundamentos de psicología positiva. Madrid: Alianza Editorial