

**Lifestyles and Health**

Code: 43876  
ECTS Credits: 6

| Degree                                             | Type | Year | Semester |
|----------------------------------------------------|------|------|----------|
| 4316222 Research in Clinical and Health Psychology | OT   | 0    | 1        |

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**

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**Use of Languages**

Principal working language: spanish (spa)

**Teachers**

Lluís Capdevila Ortis  
Antoni Font Guiteras  
David Sánchez Carracedo  
Maria Álvarez Moleiro  
Joan Deus Yela  
María José Gómez Romero  
Albert Feliu Soler

**Prerequisites**

Not available, for students from different degrees of psychology they may have to complete training complements

**Objectives and Contextualisation**

The aim of this module is to provide students with advanced knowledge about lifestyles and their relationship to h

**Competences**

- Analyze critically the most current theories, models and methods of psychological research in the field of clinical and health psychology.
- Apply the outstanding ethical principles and act accordingly to the deontological code for the profession in the scientific research practic.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Continue the learning process, to a large extent autonomously.

- Design, plan and to implement projects psychological research project in the area of clinical and health psychology.
- Pose relevant and new research questions in clinical and health psychology depending on the bibliography consulted.
- Search for information in scientific literature using appropriate channels and integrate such information to propose and contextualize a research topic.
- Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.

## Learning Outcomes

1. Apply the outstanding ethical principles and act accordingly to the deontological code for the profession in the scientific research practice.
2. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
3. Continue the learning process, to a large extent autonomously.
4. Critically analyse the methods and designs for prevention programmes and the promotion of good health.
5. Critically analyse the theories, models and methods in relation to eating behaviour and obesity.
6. Critically analyse the theories, models and methods in relation to healthy lifestyles and the risk and protection factors.
7. Critically analyse the theories, models and methods in relation to personality and health.
8. Critically analyse the theories, models and methods in relation to the balance between doing physical activity and following a healthy diet.
9. Design, plan and implement a psychology research project applied to healthy lifestyles and factors of risk and protection.
10. Design, plan and implement a psychology research project applied to the balance between doing physical activity and following a healthy diet.
11. Design, plan and implement an applied psychology research project in the area of eating behaviour and health.
12. Design, plan and implement an applied psychology research project in the area of personality and health.
13. Design, plan and implement programmes of prevention and promotion of health.
14. Propose research questions related to eating behaviour and obesity.
15. Propose research questions related to healthy lifestyles and factors of protection and risk.
16. Propose research questions related to personality and health.
17. Propose research questions related to the balance between doing physical activity and a healthy diet.
18. Search for information in scientific literature using appropriate channels and integrate such information to propose and contextualize a research topic.
19. Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.

## Content

1. Lifestyle and health promotion: Fundamental aspects and theoretical models.
  2. An ICT intensive: Its effect on mental health and well-being.
  3. Acquired disability: Psychosocial aspects
  4. The planning of interventions for the promotion of healthy lifestyles. Fu
  - 4.1. Quality standards in the planning of prevention and health promotion
  5. Cancer and lifestyle
  6. Healthy lifestyles and positive psychology.
  7. Promotion of physical activity and monitoring of a healthy diet.
  8. Eating behavior, obesity and health.
  9. Pain and lifestyle.

## Methodology

Targeted:

- ◊ Expositive class.
- ◊ Problem based learning.
- ◊ Debate

Supervised:

- ◊ Tutoring.
- ◊ Exercise resolution
- ◊ Completion of practical activities.

Autonomous:

- ◊ Elaboration of written works.
- ◊ Oral presentation of work.
- ◊ Reading articles and reports of interest.

Personal study

The work assigned to each student will consist of choosing an investigati

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

| Title                                                                                                                | Hours | ECTS | Learning Outcomes                                                 |
|----------------------------------------------------------------------------------------------------------------------|-------|------|-------------------------------------------------------------------|
| Type: Directed                                                                                                       |       |      |                                                                   |
| Tutoring                                                                                                             | 30    | 1.2  | 4, 5, 6, 7, 8, 18, 2, 19                                          |
| Type: Supervised                                                                                                     |       |      |                                                                   |
| Preparation of written works, presentation of papers and reading of articles and reports of interest, personal study | 15    | 0.6  | 4, 5, 6, 7, 8, 18, 13, 10, 12, 11, 9, 14, 15, 16, 17              |
| Type: Autonomous                                                                                                     |       |      |                                                                   |
| Expositive class, problem-based learning and debates                                                                 | 105   | 4.2  | 4, 5, 6, 7, 8, 1, 18, 13, 10, 12, 11, 9, 14, 15, 16, 17, 2, 3, 19 |

## Assessment

The final score will consist of.

40% corresponding to EV1:

Solution of cases and exercises that have been raised in class.

30% corresponding to EV2:

Student folder that collects the evidence of autonomous learning, summary of readings.

30% corresponding to EV3:

Oral presentation of papers/reports

A student who has obtained a final grade of 5 or higher will be considered approved.

Students who obtain between 3.5 and 4.99 will be able to opt for re-evaluation which will consist of carrying out t

## Assessment Activities

| Title                                                                                       | Weighting | Hours | ECTS | Learning Outcomes                                   |
|---------------------------------------------------------------------------------------------|-----------|-------|------|-----------------------------------------------------|
| EV1: Solution of cases and exercises that have been raised in class.                        | 40%       | 0     | 0    | 4, 5, 6, 7, 8, 13, 10, 12, 11, 9, 14, 15, 16, 17, 2 |
| EV2: Student folder that collects the evidence of autonomous learning, summary of readings. | 30%       | 0     | 0    | 4, 5, 6, 7, 8, 1, 18, 13, 3, 19                     |
| EV3. Oral presentation of papers/reports                                                    | 30%       | 0     | 0    | 4, 5, 6, 7, 8, 2                                    |

## Bibliography

Basic Bibliography:

[Internet addiction : a handbook and guide to evaluation and treatment](#) / edited by Kimberly S. Young, Cristiano Nabuco de Abreu

[Brick by brick: The origins, development, and future of self-determination theory.](#) Ryan, Richard M.;Deci, Edward L.;Elliot, Andrew J.

[Positive Psychology in Practice: Promoting human flourishing in work, health, education, and everyday life /](#) edited by Stephen Joseph

[Las técnicas de neuroimagen permiten medir el dolor en enfermedades reumáticas](#)

¿Que me duele cuando duele?

<https://www.rtve.es/alacarta/videos/el-cazador-de-cerebros/duele-cuando-duele/5892258/>

Neuroimagen en fibromialgia. <https://www.neurologia.com/articulo/2018050>

Neuroimagen, personalidad y nuevas estrategias terapéuticas.

<https://afibrom.org/fibromialgia-neuroimagen-personalidad-y-nuevas-estrategia-terapeuticas/>

The complexity and stigma of pediatric obesity. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8147499/>

Weight bias and obesity stigma: Considerations for the WHO european region.

[https://www.euro.who.int/\\_\\_data/assets/pdf\\_file/0017/351026/WeightBias.pdf](https://www.euro.who.int/__data/assets/pdf_file/0017/351026/WeightBias.pdf)

## **Software**

Virtual sessions will be conducted through Teams software