

Health Psychology Intervention

Code: 102593
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	2

Contact

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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: No

Other comments on languages

Two theory themes are taught in english.

Teachers

Lidia Segura Garcia

Prerequisites

There are no pre-requisites.

Objectives and Contextualisation

Intervention in Health Psychology is an optional subject in Block A of the "Specialisation in Psychological Intervention in Well-being and Quality of Life". It is taught in the 2nd semester of the 4th year by teachers from the Department of Clinical and Health Psychology who specialise in public health. The subject provides methodological tools and technical skills applied to the promotion of health, from the perspectives of positive psychology, salutogenic models and social determinants of health. It also develops extensively the prevention of addictive behaviours. It includes three thematic blocks:

- (a) Conceptual and methodological bases, with emphasis on the development of human strengths from positive psychology, the deepening of the concept of well-being as opposed to quality of life, the most relevant prevention and mental health promotion strategies and programme design and evaluation as a basic methodology in prevention and health promotion.
- b) Life skills and development of competences necessary in prevention and health promotion such as: motivational interviewing, emotional intelligence, self-esteem and Mindfulness.
- c) Applications of prevention in addictive behaviours, with emphasis on drug use in adolescents, alcohol consumption and addiction to new technologies.

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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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 situations in which a change or improvement is needed.
12. Identify the main psychological determinants affecting the development of health problems and ways of tackling them.
13. Identify the need for intervention in health problems in different applied contexts.
14. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
15. Identify the steps and stages of program evaluation in the field of health.
16. Implement programs and / or interventions in health problems or under supervision simulated situations.
17. Propose new experience-based methods or alternative solutions.
18. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
19. Recognise the basics of emotional communication.

20. Recognise the different applications and indications of techniques and intervention programs in health psychology.
21. Set therapeutic goals in simulated contexts.
22. Use adequate tools for communication.
23. Work in a team.

Content

CONCEPTUAL AND METHODOLOGICAL BASES

Theme 1. Positive psychology, quality of life and psychological well-being.

Theme 2. Prevention and promotion in mental health

Theme 3. Design and planning of health programmes.

Theme 4. Evaluation of health programmes

LIFE SKILLS

Theme 5. Motivational interviewing

Theme 6. Emotional intelligence

Theme 7: Self-esteem

Theme 8: Mindfulness

APPLICATIONS IN ADDICTIVE BEHAVIOURS

Theme 9. Prevention of drug use

Theme 10. Early intervention in alcohol-related problems

Theme 11. Addiction to 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.

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			
(a) Lectures; (b) analysis and debate based on the reading, synthesis and critical evaluation of articles	24	0.96	4, 7, 6, 8, 9, 15, 12, 10, 13, 19, 20
Guidance and tutoring of group work.	12	0.48	3, 1, 16, 4, 8, 9, 10, 13, 21, 20, 23, 22, 2

Type: Supervised

Scheduled tutorials with the teacher for reviewing directed activities.	12	0.48	16, 23
Type: Autonomous			
Bibliographical and documentary consultation.	20	0.8	7, 6, 15, 12, 2
Carrying out group work, posters and oral presentations.	32	1.28	3, 16, 8, 12, 10, 13, 21, 22, 2
Comprehensive reading of specific sources. Preparation of oral presentation of articles.	46	1.84	3, 16, 4, 5, 7, 6, 8, 9, 15, 12, 10, 13, 19, 20, 2

Assessment

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

The evidences of learning

Evidence	Description	Authorship	Weight (%)	Format	Presentation method	Timing
Ev1a	multiple-choice test	individual	20%	written	Attendance	1st assessment period
Ev1b	multiple-choice test	individual	20%	written	Attendance	2nd assessment period
Ev2	Oral defence of an artic	group of 2	20%	Oral & written	Attendance / Moodle	Choose topic and week of the total programmed
Ev3	Continuous assessment	individual	10%	written	Moodle	Every week
Ev4a	Exhibition-Poster-group work	group of 3	10%	Oral & written	Attendance/ Moodle	Week 13 o 14
Ev4b	Exhibition-Poster-group work	group of 3	20%	written	Attendance/ Moodle	Week 13 o 14

Ev1 (a & b): Partial multiple-choice multiple-choice tests of approximately 30-40 questions, with four alternative answers and one correct answer. The penalty applied to the correction of the test is 1/3, i.e., for every 3 incorrect questions, 1 correct question is eliminated.

Ev2: Summarised presentation of an article related to each theory topic, in a group of 2 people. The public

defence, the generation of debate and the presentation as evidence are assessed.

Ev3: Continuous assessment by means of two multiple-choice questions on the subject taught and compulsory reading.

Ev4 (a & b): Group work on the design, planning and evaluation of a health programme. This work includes an oral presentation in poster format (Ev4a) and a written report (Ev4b).

The FINAL MARK is the weighted sum of all the evidence: $[(Ev1a \cdot 0,2) + (Ev1b \cdot 0,2) + (Ev2 \cdot 0,2) + (Ev3 \cdot 0,1) + (Ev4a \cdot 0,1) + (Ev4b \cdot 0,2)]$.

Definition of course passed in the continuous assessment: implies the presentation of at least 3 pieces of evidence, with the presentation of Ev1a and Ev1b being compulsory, and a final mark equal to or higher than 5 out of 10. If these requirements are not met, the maximum mark to be recorded on the academic transcript will be 4.5 points. It is not possible to establish systems to improve the final grade in the continuous assessment.

Description of the final recovery system:

- Criteria to opt for the recovery: students who have not met the established criteria to pass the course and have presented evidence with a weight of at least 2/3 of the total may opt for the recovery.
- Recoverable evidence: Ev1a and/or Ev1b and/or Ev3
- Evidences excludes of recovery: EV2, Ev4a and Ev4b.
- Passed subject: weighted final mark equal to or higher than 5 out of 10.

Definition of non-valuable student: a student who has completed evidence with a weight of less than 40%. It is not foreseen that students of 2nd or subsequent enrolment will be assessed by means of a single non-recoverable synthesis test.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1a	20%	2	0.08	4, 5, 7, 6, 9, 12, 10, 21, 19, 20, 2
Ev1b	20%	2	0.08	4, 5, 7, 6, 9, 15, 10, 21, 19, 20, 2
Ev2	20%	0	0	3, 1, 16, 23, 22
Ev3	10%	0	0	3, 4, 5, 15, 10, 20
Ev4a	10%	0	0	1, 7, 8, 13, 23, 22
Ev4b	20%	0	0	1, 4, 5, 7, 6, 9, 15, 14, 10, 11, 21, 17, 18, 19, 20, 23, 2

Bibliography

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Software

It's not necessary.