

**Introduction to Health Psychology**

Code: 106400  
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OB	3	2

**Contact**

Name: Albert Feliu Soler  
Email: albert.feliu@uab.cat

**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

**Other comments on languages**

G5: 100% English; G1, G2, G3 groups: Catalan/Spanish (% to be specified at the beginning of the course when the teaching programme is ready).

**Teachers**

Ana Fernandez Sanchez  
Dimitra Tatiana Anastasiadou  
Gemma Peralta Perez  
Albert Feliu Soler

**Prerequisites**

Academic years 2021-22 and 2022-23, this subject (Curriculum 2021, 1485-Degree in Psychology) includes the alternative teaching of the equivalent subject in the previous curriculum (2010, 954-Degree in Psychology) 102592-Health Psychology: Fundamentals.

There are no prerequisites.

**Objectives and Contextualisation**

- To know and understand the conceptual delimitations of Health Psychology
- To understand and apply the concepts of health and disease from a biopsychosocial perspective.
- To learn to identify the different types of health determinants.
- To acquire a ground knowledge of the different fields and professional profiles in Health Psychology.
- To know the relationships between stress and health.
- Become familiar with the problem of therapeutic adherence
- Become familiar with some relevant specific fields in Health Psychology.

**Competences**

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse scientific texts written in English.
- Analyse the demands and needs of people, groups and organisations in different contexts.
- Dominate the strategies and techniques to include in the intervention with recipients.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Obtain and organise relevant information for the service requested.
- Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
- Recognise the determinants and risk factors for health and also the interaction between people and their physical and social environment.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Use different ICTs for different purposes.

## Learning Outcomes

1. Analyse scientific texts written in English.
2. Apply diagnostic psychosocial health problems.
3. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
4. Assess the practical and ethical limitations in the applied field.
5. Define the lexicon of the subject.
6. Describe the models and contributions of biomedical and bio psychosocial perspectives to an understanding of health.
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. Explain the explicit or implicit deontological code in your area of knowledge.
10. Identify situations in which a change or improvement is needed.
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 social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
14. Propose viable projects and actions to boost social, economic and/or environmental benefits.
15. Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
16. Recognise the main determinants that affect adherence to monitoring therapeutic requirements for different health problems
17. Use different ICTs for different purposes.
18. Use the main documentary sources in the field of health.

## Content

Classes in large Groups 1/1

### 1. Introduction to the Health Psychology

- Determinants of Health and basic epidemiological indicators.
- Models of health and disease.
- The discipline of Health Psychology. Fields and related disciplines.
- Documentary sources in health psychology.

### 2. Areas of action and professional development

- Understanding the genesis and maintenance of health problems
- Prevention and health promotion
- Facilitation and enhancement of diagnosis and treatment
- Assessment and psychological treatment of health problems
- Improvement of the Healthcare system

### 3. Stress, positive emotions and Health

- Concept of stress. Cognitive, motor and physiological aspects.
- Models.
- Effects of stress on health and well-being.
- Psychoneuroimmunology.
- Styles and coping strategies.
- Positive emotions, social support and health.

### 4. The patient in the treatment setting

- Illness behavior and searching of healthcare.
- Therapeutic adherence
- Health communication

### 5. Overweight and obesity

### 6. Approaches to chronicity and to end-of-life care.

- Diabetes.
- Chronic Pain.
- Psycho-oncology and palliative care.

### Workshops Groups ¼

1. Environmental determinants of health.
2. Actual causes of mortality.
3. Mindfulness.
4. Burnout in healthcare professionals.
5. Adherence in a childhood obesity case.

## Methodology

The Teaching methodology is mainly based on master classes with support of ICTs and seminars.

In the seminars, the activities will be:

- To analyse related readings, based on a discussion script previously prepared and focused on students.
- To present critical summaries of scientific articles related to the theme of the subject.
- Looking in depth at subjects dealt with in the subject: analysis of material on health issues, analysis of determinants of health behaviours, elaboration and analysis of assessment instruments, etc.
- Participatory activities in small dynamic work groups, with "role-playing" methodology and immediate feedback of the individual contributions to each practical activity.

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.

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			
Dynamic seminars for analysis, applications, simulations / role-playing and discussions	16	0.64	
Lectures with support of ICTs and activities with the whole class group	21	0.84	
Type: Supervised			
Support in reportsŽ elaboration	15	0.6	
Type: Autonomous			
Elaboration of reports	22	0.88	
Readings	22	0.88	
To study	50	2	

## Assessment

In addition to the following criteria, the "2022-23 Assessment Guidelines of the Psychology Faculty" must be taken into account, available at <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

### Learning Assessments and Grade of Continuous Assessment

Two partial exams will be undertaken, each worth 30% of the final grade. The grades obtained in the four activity reports related to the seminars are added, each of them will count 10% of the final grade.

To pass the subject, the average of marks of the two partial exams sum (assessments 1 and 6) must be equal or superior to 5 (in a scale from 0 to 10).

In total, the students are offered 6 learning assessments, which comprise a total of 10 points:

1. Assessment 1: Written test of first part of the subject: 3 points
2. Assessment 2: Written report (group format) of activities related to seminar 1: 1.5 points
3. Assessment 3: Written report (group format) of activities related to seminar 2: 0.5 points
4. Assessment 4: Written report (group format) of activities related to seminar 4: 1.5 points
5. Assessment 5: Written report (group format) of activities related to seminar 5: 0.5 points
6. Assessment 6: Written test of second part of the subject: 3 points

N.B. Seminar 3 ("Mindfulness") has no associated evidence (it will not be assessed).

Ev3 and Ev5 reports are delivered/presented in the same session of the seminar (approximately between weeks 5-7 and 10-12 of the course, respectively). Ev2 and Ev4 reports are delivered via Moodle (approximately between weeks 6-8 and 12-14, respectively).

Given that an important part of the tasks to be assessed is carried out during the seminars and out of respect for the rest of the group, arriving late for the seminars will be penalised. Thus, arriving 30 minutes or more late without presenting justification for work, health or legal issues will imply a 20% penalty in the grade corresponding to that activity. Attendance at the seminar is compulsory if you wish to be assessed for that particular piece of evidence. Students will have to do the tasks with peers from the same seminar group.

All submitted works will be checked using the anti-plagiarism software Urkund. If a percentage of plagiarism higher than 30% is detected, it may lead to fail that specific evidence.

Assessments 1 and 6 are face-to-face written tests (multiple choice test). EV1: During the first continuous assessment period. EV6: During the second continuous assessment period.

The final grade is the sum of the evidences. No additional tests are undertaken to improve the grades obtained in the four assessment reports related to seminars.

The subject is deemed passed if 5 or more points are obtained in the sum of the 6 evidences, as long as 3 points or more have been obtained in the sum of assessments 1 and 6. Not meeting these criteria means that a maximum grade of 4.5 marks (range 0-10) can be recorded on the student's academic transcript.

Students who have given evidences of learning with a weighting equal to or greater than 40% cannot be deemed "non-evaluable" on the official course-grade roster ("acta").

## Resit

All the following criteria must be met in order to take resit:

- a) Having obtained between 3.5 and less than 5 points in the continuous assessment.
- b) The weight of the assessment which the person has submitted during the course must be 66.7% or more.

Characteristics of the resit test:

It will consist of retaking the Ev1 and / or Ev6 assessments, with the same characteristics and correction criteria as in the first time.

Assessments Ev2, Ev3, Ev4 and Ev5 cannot be re-assessed, because it is not possible to repeat the seminars (so, the same grades will be added to the final grade).

The resit exam will be made in the period assigned for the re-assessment, the day and time being determined by the Faculty.

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

Grade review process. After all grading activities have ended, students will be informed of the date and way in which the course grades will be published. Students will be also be informed of the procedure, place, date and time of grade review in line with University regulations.

N.B. Except for exceptional situations, and only if previously agreed with a student, one week before the assessments, and until the end of the ordinary review, "content" questions will not be answered by email or Moodle. Students must attend teachers office hours.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1. Exam 1. Multiple choice written test	30	2	0.08	1, 5, 6, 7, 8, 11, 12, 16, 15, 18
Ev2. Seminar 1 Report: Environmental determinants of health	15	0	0	1, 2, 11, 13, 12, 10, 14, 15, 17, 3, 4
Ev3. Seminar 2 Report: Actual Causes of Mortality (paper)	5	0	0	1, 5, 7, 8, 11, 13, 17, 18, 3
Ev4. Seminar 4 Report: Burnout in healthcare professionals	15	0	0	2, 7, 9, 11, 13, 12, 10, 16, 15, 17, 3, 4

Ev5. Seminar 5 Report: Adherence in childhood obesity	5	0	0	2, 9, 11, 12, 16, 15, 17, 4
Ev6. Exam 2. Multiple choice written test	30	2	0.08	1, 5, 6, 7, 8, 11, 12, 16, 15, 18

## Bibliography

### Mandatory Readings

Taylor, S. (2021). Health Psychology (11<sup>th</sup> edition). Madrid: McGraw-Hill (available in eBook and paper format at the library).

Mokdad, A. H., Marks, J.S., Stroup, D.F., and Gerberding, J.I. (2004). Actual Causes of Death in the United States, 2000. Journal of the American Medical Association, 291, 1238-1245. (Available at Moodle)

*N.B: Other specific compulsory readings will be provided at the end of each course topic.*

### Other complementary readings

Amigo Vázquez, I, Fernández Rodríguez, C. y Pérez Álvarez, M. (2020). *Manual de Psicología de la Salud (4 ed.)* Madrid: Pirámide.

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

Campillo, J. E. (2012). *El mono estresado*. Crítica.

Lindström B., Eriksson M. (2011). Guía del autoestopista salutogénico: camino salutogénico hacia la promoción de la salud. Girona: Documenta Universitaria.

Gil Roales-Nieto, J (2004). *Psicología de la Salud. Aproximación histórica, conceptual y aplicaciones*. Madrid: Pirámide.

Marks, D.F., Murray, M., Evans, B. & Vida Estacio, E. (2015) Health Psychology. Theory, Research and Practice. 4th edition. London: Sage Publications, Inc.

Ogden, J. (2007). Essential readings in Health Psychology. Berkshire, UK: Open University Press

Ogden, J. (2007). Health psychology. A Textbook (4<sup>th</sup> edition). Berkshire, UK: Open University Press

Sapolsky, R. M. (2008). ¿Por qué las cebras no tienen úlcera? *La guía del estrés*. Madrid: Alianza editorial.

Vazquez, C. y Hervás, G. (Coords.) (2009). La ciencia del bienestar. Fundamentos de psicología positiva. Madrid: Alianza Editorial

Health Psychology scientific and clinical societies:

<http://www.sepcys.es/>

<https://societyforhealthpsychology.org/>

<https://ehps.net/>

<https://www.sbm.org/>

<https://societyforhealthpsychology.org/>

Some scientific Health Psychology journals:

<https://www.apa.org/pubs/journals/hea/index>

<https://journals.sagepub.com/home/hpg>

<https://www.tandfonline.com/toc/gpsh20/current>

<https://www.journals.elsevier.com/brain-behavior-and-immunity>

<https://www.journals.elsevier.com/psychoneuroendocrinology>

<https://journals.lww.com/psychosomaticmedicine/pages/default.aspx>

<https://www.tandfonline.com/toc/rhpr20/current>

<https://link.springer.com/journal/12160/volumes-and-issues>

## **Software**

Basic Office.